

**DATE:** June 6, 2017

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Shared Approach to Curriculum Implementation (Response to Request for Information #218)

**ORIGINATOR:** Nancy Petersen, Acting Executive Director

**RESOURCE  
STAFF:** Janice Aubry

**REFERENCE:** May 9, 2017 Board Meeting (Trustee Gibson)  
[Professional Learning Opportunities Booklet 2017-2018](#)

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**ISSUE**

The following information was requested: That Administration provide information on the possibility for any efficiencies and savings from taking a shared approach to curriculum implementation. Specifically:

- how we are building District readiness and capacity to support new provincial curriculum implementation,
- recommendations for efficient and effective use of District and provincial funds to support the implementation of new curriculum, and
- possible efficiencies and effectiveness that could be gained from collaborating with other school districts.

**BACKGROUND**

- Throughout 2014, Edmonton Public Schools partnered with St. Albert Public Schools and external stakeholders to conduct provincial Curriculum Development Prototyping. That opportunity enabled over 122 District staff to build capacity and preparedness for new curriculum implementation.
- In June 2016, the Minister of Education announced that Alberta's new approach to developing curriculum will span six years and that work will be done simultaneously for six subjects: arts education, language arts (english, french language arts, and français), mathematics, social studies, sciences and wellness. The targeted timelines for the completion of curriculum development are as follows:
  - Kindergarten to Grade 4, December 2018
  - Grades 5 to 8, December 2019
  - Grades 9 to 10 (three subject areas), December 2020
  - Grades 9 to 10 (three subject areas) and Grades 11 to 12 (three subject areas), December 2021
  - Grades 11 to 12 (three subject areas), and December 2022

Further details regarding provincial timelines are available in the new Curriculum Development Pathway document (Appendix I). This large scale change is unprecedented in Alberta.

- Edmonton Public Schools has teachers serving on the provincial curriculum Working Groups, and nominated 72 teachers to serve on the Teacher and Educator Focus Groups.
- Alberta Education has provided two opportunities for all Albertans to provide feedback into the new provincial curriculum (fall 2016 and spring 2017). Approximately 150 District principals and teachers served on District Feedback Committees in May 2017 to develop a District response to the spring survey.

## **CURRENT SITUATION**

### **How Are We Building District Readiness and Capacity To Support New Provincial Curriculum Implementation:**

Edmonton Public Schools has developed an initial draft Provincial Curriculum Implementation: District Readiness Plan 2017-2020 (Readiness Plan) (Appendix II), with input from over 200 District staff. This Readiness Plan identifies targeted outcomes, strategies and activities to ensure that District staff are confident and competent in their implementation of new curriculum, and that students, parents and stakeholders are confident in the District's implementation. EPS is choosing a proactive approach to curriculum change; the first year of the readiness plan is in progress. For example, communication materials, tools and information continue to be provided to schools, including key messages for staff and online presentations for use at staff meetings and with school councils. Extensive professional learning supports, including in-services, professional learning days, materials and consultant support continue to be made available to teachers to further build capacity for implementation of new curricular elements. The Professional Learning Opportunities booklet (2017-2018) from Curriculum and Resource Support (CRS), provides an example of the range of curriculum-based professional learning available to staff for the fall of 2017. The provision of teachers to the Alberta Curriculum Working Groups and Focus Groups is a strategy to build internal capacity for supporting future implementation. Collaborative activities are in progress, involving other school districts, post-secondary institutions, and Alberta Education as examples, to further build capacity and readiness for change. The District continues to seek key partners to support schools through this change.

To begin to ensure resources are available for schools, CRS has been reviewing the 300 resources previously developed by Edmonton Public Schools, and have begun revising and updating key resources that are deemed to be useful as we move toward curriculum change. This will ensure that some District resources will be updated and will be made available free of charge to District schools. As well, the guidelines for selecting resources have been revised and are in draft form; preliminary teacher feedback and training into the draft guidelines has begun, to begin to build capacity to ensure that teachers are well equipped for selecting resources and materials that will meet the new curricular requirements.

### **Recommendations for Efficient and Effective Use of District and Provincial Funds to Support Implementation:**

Initial recommendations for efficient and effective use of District and provincial funds to support the implementation of new curriculum include:

1. That Alberta Education continue to engage teachers and collaborate with school districts throughout the development and implementation processes, including during the development of an implementation and resourcing strategy.
2. That funding for professional learning supports be directed to school districts, with a focus on collaboration, the building and sharing of expertise, and the development of digital tools to support job-embedded, timely access to information, professional learning, and resources.

3. That Alberta Education begin immediately to collaborate with school districts to identify, gather and or develop any needed new resources (human, print, digital, as well as curriculum content, classroom assessment and professional learning resources).
4. That Alberta Education begin to support action research initiatives in school districts immediately, to continue enabling districts to build capacity and to investigate the most effective means and processes through which large-scale curriculum and pedagogical change will occur.
5. That Alberta Education provide support to strengthen collaboration and sharing among school districts, and with key educational partners.

Further details of these recommendations may be found in Attachment I.

**Possible Efficiencies and Effectiveness That Could Be Gained From Collaboration with Other School Districts:**

There are many efficiencies that could be gained over a multi-year implementation period and through collaboration with other school districts, via:

- the sharing and collaborative development of resources, including print, digital and multimedia resources through the Curriculum Development and Management Application, which should result in:
  - financial savings to districts;
  - strengthening of field expertise across the province;
  - increased consistency and depth of implementation.
- the building of social capital, where districts could develop closer relationships, and strengthen and share expertise to support change and to improve teaching and learning. For example, as new staff join districts in the future, curricular expertise must be available (in digital learning formats combined with consultant, teacher leader and principal support) in job-embedded models, and reliance on large-scale and often costly external professional development services should lessen.
- the development of systems that enable collaboration to reduce redundancies, such as systems that support:
  - the pooling of professional learning tools and opportunities,
  - the sharing of or collaborative development of resources,
  - collaboration and the easy identification of multi-district needs, such as resource licensing, the sharing of teacher and leadership expertise, etc.

**KEY POINTS**

- Edmonton Public Schools has developed a draft New Provincial Curriculum: District Readiness Plan, and has begun the initial phases of its implementation.
- Edmonton Public Schools has begun its first year of preparation for new provincial curriculum. Curriculum staff are in place, as well as many other supports.
- Edmonton Public Schools collaborates with external partners and other school districts in key areas. Collaborations will be leveraged to maximize effectiveness and achieve efficiencies for supporting curricular change.
- Edmonton Public Schools has effective structures in place (such as catchment structures) that will be leveraged to maximize its efficiency and effectiveness for large-scale curriculum change.
- The District has key recommendations to promote efficiency and effectiveness of implementation across the province
- Strategic and efficient use of District and provincial financial resources is critical.

- Internal and external capacity is currently available to support curriculum change, and should be leveraged for the good of our staff, students and stakeholders.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I	Detailed Recommendations for Efficient and Effective Use of District and Provincial Funds to Support Implementation
APPENDIX I	Curriculum Development Pathway
APPENDIX II	Initial Draft Provincial Curriculum Implementation: District Readiness Plan 2017-2020

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## Detailed Recommendations for Efficient and Effective Use of District and Provincial Funds to Support Implementation

1. That Alberta Education continue to engage teachers and collaborate with school districts throughout the development and implementation processes, including during the development of an implementation and resourcing strategy.

Early and ongoing engagement supports an effective change process and facilitates effective teacher and staff learning over time. It promotes the building of capacity through the enabling of ongoing opportunities for teachers to learn about the architecture and content of the new curriculum. It also provides opportunities for teachers to provide input, reflect, dialogue, collaborate and focus on curriculum. Early engagement enables districts to spread the professional learning over a longer period of time and to embed learning opportunities into existing structures (such as existing professional learning days and catchment collaborative work, etc.), reducing workload pressures and teacher release time pressures.

2. That funding for professional learning supports be provided directly to school districts, with a focus on collaboration among districts and staff, the building and sharing of expertise, and the development of digital tools to support job-embedded, timely access to information, professional learning and resources.

Many of the 2017 components of the Readiness Plan are able to be achieved through existing funding; components of future years will require additional funding to be effectively achieved. Historically, Alberta Education has directed a significant amount of curriculum implementation funding to third party consortia and service providers, and significantly less, or no, funding to school districts. The cost to Edmonton Public Schools for one day of teacher supply coverage for all District teachers for professional learning is approximately \$1.5 million. In this case of impending large scale implementation where internal capacities already exist, funding to capitalize on the existing strengths of Edmonton Public Schools' catchment structures would provide a more cost effective, job-embedded, and deep implementation. Edmonton Public Schools could provide the highest impact, lowest-cost model for professional learning support for curriculum change using key digital and human resources, through existing:

- catchment structures
- curriculum consultants and teachers (including those with expertise developed through involvement in the provincial curriculum writing and focus groups)
- collaboration with other school districts

Funding focused on districts collaborating would also enable smaller school districts that lack such structures or internal capacity to access supports from other districts that have capacity.

3. That school districts, partners and Alberta Education collaboratively contribute and/or develop any needed new resources (human, print, digital, as well as curriculum content, classroom assessment and professional learning resources).

Alberta Education has developed the Curriculum Development and Management Application (CDMA) to enable teachers' access to curriculum and resources through a digital platform. It is proposed that Districts, instead of publishers, be the primary determiners and developers of resources for Alberta, as opposed to for-profit publishers. This work is proposed to be conducted in

close collaboration with Alberta Education, other districts in Alberta and content experts. Districts would be invited to either revise and submit their existing quality resources, or to collaboratively or independently develop new resources for the province. This would ensure that key resources are available to all teachers in a timely, effective and cost efficient manner. Such a process would also provide further opportunities to build teacher capacity through their engagement in resource development processes. It could reduce the incidences of wasteful investment in publisher-developed materials that may not meet student and teacher needs. It would also provide for a more robust and “evergreenable” process through which the province may update or shift resources as the curriculum shifts over time. Such resources could include teaching and learning resources, as well as professional learning supports (online inservices, modules, etc.). All resources would be made available province-wide through the CDMA, and would become owned by the Province of Alberta.

4. That Alberta Education begin to support action research initiatives in school districts immediately, to continue enabling districts to build capacity and to investigate the most effective means and processes through which large-scale curriculum and pedagogical change will occur.

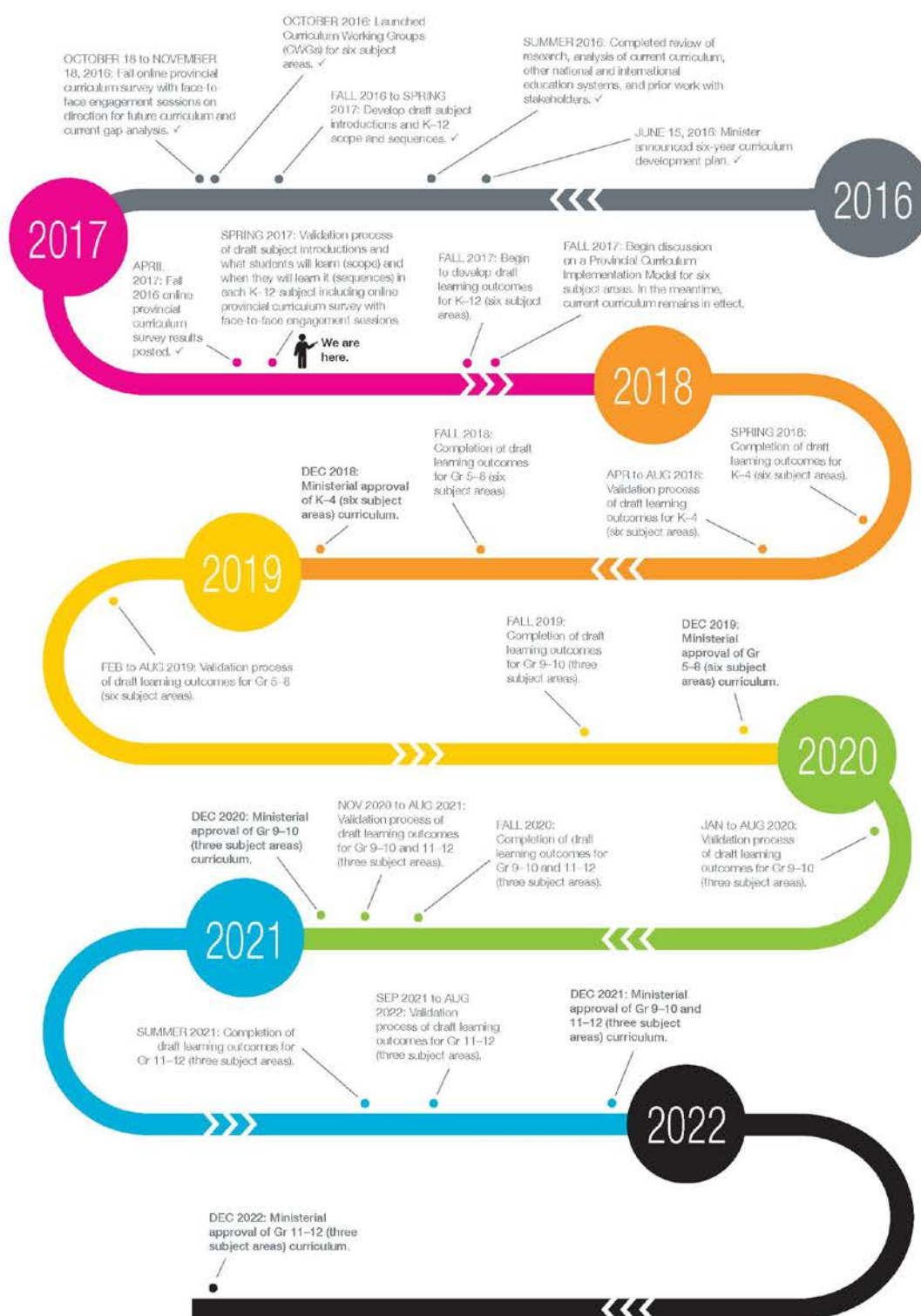
The impending curriculum change is of an unprecedented scale. At this early stage, action research into effective transformative models for moving new curriculum elements into practice is recommended. For example, establishing action research sites and processes (possibly, through schools in one catchment or through bringing several school districts together) would enable the province to develop and monitor the effectiveness of specific change processes, the benefits and considerations related to collaboration, and would simultaneously build teacher and leadership capacity for supporting change.

5. That Alberta Education provide support to strengthen collaboration and sharing among school districts, and with key educational partners.

The District has a long history of collaborating with and providing supports to external partners and other school districts in areas of curriculum, including subject area supports, literacy, numeracy and locally developed courses. For example, collaboration with other districts currently occurs with locally developed course development, professional development support, and new provincial curriculum readiness planning. District-developed resources such as the Numeracy Action Plan, the draft Readiness Plan and District-owned teaching resources are currently shared (or sold) openly with other districts. External partners and external district staffs routinely attend Edmonton Public Schools professional development opportunities. Locally developed courses are shared among districts and are occasionally developed collaboratively. This collaboration and sharing is not systematically conducted or supported through Alberta Education. The province, and districts, could develop processes, systems and funding supports to strengthen collaboration and open sharing among districts and with key partners, to ensure that expertise and resources are shared, and redundancy is reduced.

# KINDERGARTEN TO GRADE 12 PROVINCIAL CURRICULUM DEVELOPMENT

## 2016 to 2022



NOTE: Implementation dates have yet to be set. ✓ Activity has been completed.

MAY 2017

Alberta Government



2017-2020

# **PROVINCIAL CURRICULUM IMPLEMENTATION: DISTRICT READINESS PLAN**

**INITIAL DRAFT**







### **VISION**

Transforming the learners of today into the leaders of tomorrow

### **MISSION**

We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.

### **VALUES**

Supporting the Vision, Mission and Priorities are the District's cornerstone values of accountability, collaboration, equity and integrity.



## Our Strategic Goals

The District has identified strategic goals for each of the three priorities that respond to students' needs and community expectations, while also laying a strong foundation for ongoing educational and organizational success.

### Priority 1

**Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.**

#### **Goal One An Excellent Start to Learning**

Outcome: More children enter Grade One reaching emotional, social, intellectual and physical developmental milestones.

#### **Goal Two Success for Every Student**

Outcome: More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.

#### **Goal Three Success Beyond Schooling**

Outcome: More students complete high school and are connected to career pathways that support their transition to post-secondary studies or the world of work.

### Priority 2

**Provide welcoming, high quality learning and working environments.**

#### **Goal One A Focus on Well-being and Student Citizenship**

Outcome: Our learning and working environments are welcoming, inclusive, safe and healthy.

#### **Goal Two Quality Infrastructure for All**

Outcome: Students and staff benefit from high quality learning and working environments that facilitate quality program delivery through effective planning, managing and investing in District infrastructure.

#### **Goal Three Building Capacity through a Culture of Collaboration and Distributed Leadership**

Outcome: Throughout their careers, all staff are provided opportunities to enhance their professional capacity and leadership within a culture of collaboration.

#### **Goal Four A Culture of Excellence and Accountability**

Outcome: The District is grounded in effective, efficient, equitable and evidence-based practices.

### Priority 3

**Enhance public education through communication, engagement and partnerships.**

#### **Goal One Parents as Partners**

Outcome: Parents are provided opportunities to be involved in their child's education.

#### **Goal Two Supports for the Whole Child**

Outcome: Community partnerships are established to provide supports and services to foster growth and success of students and families.

#### **Goal Three Engaged and Effective Governance**

Outcome: The District is committed to ongoing communication, participation and engagement that enhances public education.

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# Introduction

## Background

On June 15, 2016, Minister of Education, David Eggen announced that Alberta Education will be developing curriculum over the next six years. This work will be done simultaneously on six subject areas: arts, language arts (English, French, Français), mathematics, science, social studies and wellness.

## Purpose

This draft document is intended to serve as a key plan to prepare students, staff and stakeholders for the impending implementation of these new provincial curricula.

This work is in support of District Priorities 2014-2018:

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond
2. Provide welcoming, high quality learning and working environments
3. Enhance public education through communication, engagement and partnerships

## Key References

- [Ministerial Order on Student Learning \(#001/2013\)](#)
- [Guiding Voices - A Curriculum Development Tool for Weaving First Nation, Métis and Inuit Perspectives Throughout Curriculum](#)
- [The Guiding Framework for the Design and Development of Future Kindergarten to Grade 12 Provincial Curriculum \(DRAFT - April 2016\)](#)
- [Learning and Technology Policy Framework - 2013](#)
- Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta
- Draft School Leader Standard
- Draft School Authority Leader Standard

# Planned Outcomes, Strategies and Activities

**TARGETED GENERAL OUTCOME:**

That students, staff and stakeholders are confident in the implementation of new provincial curricula.

**TARGETED SPECIFIC OUTCOMES:**

1. District teachers are confident and competent in their implementation of new curricula.
2. District leaders will lead with confidence and competence in preparing for and implementing curricular change.
3. District central staff and support personnel (central staff, technical support, educational assistants, library technicians, etc.) are confident and competent in their support for implementation of new curricula.
4. District students are prepared for change and are enabled to meet their full potential through Kindergarten to Grade 12 and beyond.
5. Parents and community stakeholders are confident in the District's preparedness and competence in implementing curricular change.
6. District technologies, systems and infrastructure (including PowerSchool, student information processes, Learner Support Plan changes, etc.) are in place to support curricular change.
7. District-wide implementation plans, processes and activities will be continually developed, assessed, evaluated, revised and communicated through a collaborative and responsive approach between:
  - Edmonton Public Schools and central units
  - Edmonton Public Schools and Alberta Education
  - Edmonton Public Schools and other districts
  - Edmonton Public Schools and key stakeholders

SPECIFIC OUTCOME 1: District teachers are confident and competent in their implementation of new curricula.	
Strategy	Activities
1a) Information and communications materials, tools, sessions and methods will be developed and implemented to ensure positive, quality, timely information is available to teachers.	<ul style="list-style-type: none"> <li>A communications plan will be developed and implemented (including monthly staff meeting PowerPoint presentations for principals, video messages from the Superintendent, consultant presentations, informational sessions, internal and external websites, Google Plus communities, information bulletins, Need To Know News, professional learning and informational sessions, CDA access, resource bulletins, etc.).</li> <li>Parent-friendly communications materials, including key messages and frequently asked questions, will be provided to teachers at key points annually to support teachers' communication with parents and students.</li> <li>Informational and professional learning sessions will be provided (see Strategy 1b).</li> </ul>
1b) Quality, timely professional learning opportunities to prepare teachers for the new curriculum (including access to on-line information, face-to-face support, collaboration/communities of practice, on-line sessions, catchment-based supports, etc.) will be made available to teachers.	<ul style="list-style-type: none"> <li>Provincial opportunities for teacher professional learning will be identified, communicated and supported.</li> <li>District professional learning and information opportunities will be provided to teachers of all contract groups.</li> <li>Teachers will receive training in new curriculum design features through locally developed course curriculum revision processes, and will apply these to their specific curricular areas.</li> <li>Lead teacher models and catchment models for professional learning support will be explored, developed and implemented, including opportunities for collegial coaching, inter visitations, etc.</li> </ul>

SPECIFIC OUTCOME 1: District teachers are confident and competent in their implementation of new curricula.	
Strategy	Activities
1c) Quality resources (digital, print, human, etc.) will be made available and easily accessible to teachers.	<ul style="list-style-type: none"> <li>District staff will be trained in the use of the province's Curriculum Development Application (CDA) to enable access to provincial resources.</li> <li>Key teacher tools, such as PowerSchool, Learner Support Plans, etc. will be revised to reflect the new curriculum.</li> <li>The new District Intranet features will be leveraged to ensure easy access to District teaching and learning resources.</li> <li>District-owned teaching and learning resources that support the new curriculum will be prepared/revised and made available at no cost to schools through the District Intranet.</li> <li>Quality digital, print, multimedia and human resources will be identified and made available/communicated to schools.</li> <li>Processes for teachers to collaboratively review, assess and/or develop materials will be explored and potentially implemented.</li> <li>Exemplars and models for planning, teaching and assessment with the new curricula will be developed and made available.</li> </ul>
1d) Resource selection guidance and criteria will be made available to teachers.	<ul style="list-style-type: none"> <li>A handbook for selecting quality resources will be developed and made available to schools, with an accompanying Quick Guide.</li> <li>District administrative regulations (such as GI.AR – Teaching and Learning Resources and DDC.AR – Publication and Authorization for Use of District Owned Materials) will be updated and made available to schools.</li> <li>Professional learning opportunities will be provided to teachers to support effective resource identification and selection (including training in the provincial CDA, the resource handbook, the resource selection criteria, etc.).</li> </ul>

SPECIFIC OUTCOME 1: District teachers are confident and competent in their implementation of new curricula.	
Strategy	Activities
1e) Structures and supports will be fostered at the individual school and catchment level to support the flow of information, resources and supports.	<ul style="list-style-type: none"> <li>Further professional learning and curriculum leadership support will be provided to curriculum change teacher leaders to maximize the impact of their developed expertise. (Curriculum Development Prototyping teachers, Competency Project lead teachers, Provincial Curriculum Working Group teachers, etc.).</li> <li>A catchment-level model will be established to support the flow of information to schools (possibly principal leads, cohort meetings of subject specific teachers, lead teacher model including coaching support, catchment-dedicated consultant, etc.).</li> </ul>
1f) Early adoption opportunities will be identified and maximized.	<ul style="list-style-type: none"> <li>District staff will be supported to participate in early adoption provided by Alberta Education (field testing, etc.).</li> <li>Development of some locally developed courses using the new curriculum architecture will occur in selected sites/contexts.</li> </ul>
1g) District teachers will be engaged as leaders and advisors on curriculum development and implementation.	<ul style="list-style-type: none"> <li>Collaboration with Alberta Education will be fostered.</li> <li>Teachers will be encouraged to engage in opportunities to provide advice to Alberta Education via committees, surveys, field testing, validation activities, etc.</li> <li>A District Lead Teacher model will be explored to enable teachers to act as mentors and leads at the school level to provide guidance and support to colleagues, supported by central staff.</li> </ul>



SPECIFIC OUTCOME 2: District leaders will lead with confidence and competence in preparing for and implementing curricular change.	
Strategy	Activities
2a) Information and communications materials, tools, sessions and methods will be developed and implemented to ensure positive, quality, timely information is available to District leaders.	<ul style="list-style-type: none"> <li>• A communications plan and materials will be provided at key points annually to principals, central leaders and trustees to support their communication with staff and stakeholders.</li> <li>• Central working groups will be established to collaboratively examine the impact on the work of central departments, and to implement any required changes.</li> <li>• Research and evidence behind key curricular changes will be accessed, examined and made available to support leaders in managing curricular change.</li> </ul>
2b) Materials and supports (identifying key principles, strategies, examples, etc.) to support principals as instructional leaders through curricular change will be identified and/or developed and provided to principals; supports for implementing these principles and strategies will be provided.	<ul style="list-style-type: none"> <li>• Materials and activities for use with school staff will be developed for principals in a phased-in approach, with targeted timelines identified.</li> <li>• Strategies and supports related to curriculum change management will be identified and made available to principals.</li> <li>• Reflective self-assessment tools will be developed for principals to reflect on curriculum change readiness and to plan for change.</li> <li>• Budget and financial impacts of curriculum change will be explored, identified and communicated.</li> <li>• Guides for resource selection, including key messages, QuickGuides, and sample resource lists will be developed and provided.</li> </ul>

SPECIFIC OUTCOME 2: District leaders will lead with confidence and competence in preparing for and implementing curricular change.	
2c) Quality, timely leadership information sessions and P.L. sessions (including access to on-line information, face-to-face and on-line sessions, etc.) will be made available to current and emerging leaders.	<ul style="list-style-type: none"> <li>Information and professional learning session for leaders and emerging leaders will be provided through various departments (Technology Integration and Planning Support Team, Inclusive Learning, Student Assessment, First Nations, Métis and Inuit Unit, etc.) and through a variety of means (face-to-face, on-line means, Leadership Framework modules, District leadership days, etc.).</li> <li>Key materials and tools will be included in a communication plans to ensure current and emerging district leaders have timely and effective information.</li> <li>A District lead teacher training and support model will be explored to enable teachers to act as mentors and leads at the school level, to provide guidance and support to colleagues.</li> </ul>
2d) Central consultants involved in supporting curriculum change will be provided with information, professional learning, strategies and materials to support schools and catchments through curricular change.	<ul style="list-style-type: none"> <li>Central consultants will be provided with opportunities for targeted professional learning to strengthen their abilities to support schools and catchments through curriculum change. These will include: research foundations of the new curriculum, competencies, literacy and numeracy progressions, conceptual and procedural knowledge, assessment, the CDA, etc.</li> <li>Consultants will be provided with information, strategies, processes, presentations and other key materials to support school staff. These will include visual and multimedia tools, illustrative examples/exemplars, possibly leadership guides to implementation support, etc.</li> <li>Consultant expertise developed through the Curriculum Development Prototyping and the new provincial Curriculum Working Groups will be maximized to further build central consultant capacity, through collaborative and instructional processes.</li> <li>Consultants will be provided with strategies and processes to work with the Catchment Curriculum Principal Leads to organize catchment principal and teacher professional learning and information sharing.</li> <li>Consultants will be encouraged to further build capacity by engaging in Alberta Education initiated opportunities such as focus groups, working groups, etc.</li> </ul>

<b>SPECIFIC OUTCOME 2: District leaders will lead with confidence and competence in preparing for and implementing curricular change.</b>	
2e) District principals will be engaged as leaders and advisors on curriculum change and curriculum implementation.	<ul style="list-style-type: none"> <li>Principal advisory committees will be established to receive/disseminate information and to advise on effective implementation strategies and activities.</li> <li>A catchment curriculum principal Leads structure will be established (one Kindergarten to Grade 6 and one Junior High principal per catchment).</li> <li>Collaborative curriculum working groups involving teachers and principals within catchments and across subject areas will be explored and potentially formed.</li> <li>District, leadership group and catchment meetings/events will be used to inform and engage principals in curriculum implementation activities.</li> <li>A Small Schools Curriculum Advisory Committee will be established to plan for specific supports for small schools.</li> <li>Principals will be encouraged to participate in Alberta Education-initiated opportunities, such as focus groups, field testing, etc.</li> </ul>

SPECIFIC OUTCOME 3: District support personnel (central staff, tech support, educational assistants, library technicians, etc.) are confident and competent in their support for implementation of new curricula.	
Strategy	Activities
3a) Communications materials, tools and methods will be developed and implemented to ensure positive, quality, timely information is available to District support personnel.	<ul style="list-style-type: none"> <li>• A communications plan will be developed and implemented (including monthly staff meeting PowerPoint presentations for leaders, consultant presentations, frequently asked questions, internal and external websites, Google Plus communities, information bulletins, Need To Know News, informational sessions, etc.), with elements included for District support personnel and all central staff.</li> <li>• A regular review of the emerging needs of District support personnel related to curriculum change will be conducted, with regular opportunities for reflection, needs assessment, goal-setting and collaboration.</li> <li>• Professional Learning opportunities and materials will be provided to different groups in appropriate ways to support the role of the support personnel (i.e, educational assistants, library technicians, etc.).</li> <li>• Leadership capacity for supporting District support personnel within groups (e.g., educational assistants, etc.) will be developed.</li> </ul>
3b) Central decision units as leaders and advisors will be engaged in curriculum implementation and support.	<ul style="list-style-type: none"> <li>• Information will be provided to central directors and managing directors on an ongoing basis.</li> <li>• A central advisory committee will be established to receive information and to advise on effective implementation strategies and activities.</li> <li>• Updates will be given through various key collaborative meetings, such as through Multidisciplinary Team Meetings.</li> </ul>

SPECIFIC OUTCOME 4: District students are prepared for change and are enabled to meet their full potential through Kindergarten to Grade 12 and beyond, through their engagement in their high quality learning environments.	
Strategy	Activities
4a) Communications materials and methods will be developed and implemented to ensure that positive, quality, and timely information is available to students.	<ul style="list-style-type: none"> <li>As part of the Communications Plan, materials and strategies for effectively communicating with students regarding aspects of curriculum change will be identified, developed and implemented (including through teachers, social media, webpages, frequently asked questions, in various District language program languages, etc.).</li> </ul>
4b) The Student Senate will be engaged in providing input, feedback and advice on preparing students for curriculum change.	<ul style="list-style-type: none"> <li>Designated central staff will work with the Student Senate to support timely, quality and appropriate information, and to gather feedback and advice.</li> <li>A process will be established that allows the voices of Student Senate to be shared with all school and central staff.</li> </ul>
4c) Opportunities for students to learn about new curriculum and be supported through curriculum change will be provided.	<ul style="list-style-type: none"> <li>Information regarding the purpose, intent, benefits, “the Why” etc. of new curricula will be provided to students, appropriately developed for various age groups and abilities.</li> <li>Strategies and opportunities for engaging students positively in curriculum change will be explored, identified and implemented or accessed (such as through Student Curriculum Conversations/mini conferences provided and led by the Student Senate).</li> <li>Information regarding emergent opportunities (from Alberta Education, etc.) for student engagement will be distributed to students through SchoolZone, the Student Senate and other means.</li> <li>Teaching supports related to developing student resiliency and coping mechanisms will be provided to support teachers to support students in coping with change.</li> <li>Materials to encourage students to identify goals, strategies and next steps in relation to shifting to the new curriculum and new learning outcomes will be developed.</li> </ul>

SPECIFIC OUTCOME 5: Parents and community stakeholders are confident in the District's preparedness and competence in implementing curricular change.	
Strategy	Activities
5a) Communications materials and methods will be developed and implemented to ensure positive, quality, timely information is available to parents and community stakeholders.	<ul style="list-style-type: none"> <li>A web page will be established and regularly maintained on epsb.ca for public access, that will include positive messaging, support materials (such as information bulletins, frequently asked questions, subject-specific information highlighting key changes, etc.) and a key contact or question submitting feature.</li> <li>Communications materials and methods (e.g., face-to-face, digital and social media, paper copy) for distribution of information ("pushing out") to parents and stakeholders (e.g., via backpack newsletters, Trustee and District Communications Site on SchoolZone, Superintendent's Notebook, etc.) will be provided to schools on a timely basis and/or delivered directly to parents and community stakeholders from a central communications points.</li> <li>Catchment parent and community information sessions will be facilitated and supported, as needed.</li> </ul>

SPECIFIC OUTCOME 5: Parents and community stakeholders are confident in the District's preparedness and competence in implementing curricular change.	
Strategy	Activities
5b) Opportunities for parental and stakeholder involvement in curriculum change will be provided.	<ul style="list-style-type: none"> <li>• Information regarding provincial opportunities for parental, student and stakeholder involvement will be shared with parents and community stakeholders.</li> <li>• The potential establishment of a new structure (or the use of existing structures) to gather input and advice to support meeting the needs of parents and stakeholders throughout curriculum change (e.g., such as a District curriculum parent and stakeholder advisory council, through existing School Councils, via a survey, etc.) will be considered, assessed and possibly implemented.</li> <li>• School Councils, in collaboration with principals, will be invited to engage in facilitating information flow to parents and school communities (using prepared materials, sessions, District video materials, etc.).</li> <li>• District structures, such as Parents as Partners nights, will be leveraged to communicate with and engage parents.</li> <li>• Strategies, communications and supports for parents and stakeholders of alternative programs (e.g., that explain the implications of curriculum redesign on programs of choice such as Cogito, Logos and second language programs), will be developed and implemented.</li> </ul>

<b>SPECIFIC OUTCOME 6: District infrastructure is in place to support curricular change.</b>	
<b>Strategy</b>	<b>Activities</b>
6a) Central Technology infrastructure will be developed and/or adapted to support effective curriculum implementation.	<ul style="list-style-type: none"> <li>• PowerSchool and SchoolZone will be updated to support curricular changes (e.g., subject area).</li> <li>• Student Information systems will be updated to support curriculum change (e.g., subject areas).</li> <li>• A committee of lead teachers, department heads and Central Services staff will be assembled to identify the updates required for PowerSchool, Gradebook, SchoolZone, etc.</li> </ul>
6b) School technology	<ul style="list-style-type: none"> <li>• The Technology Integrated and Planning Support Team will develop new, targeted supports (such as a list of technologies that could support new curricula) to support implementation.</li> <li>• Technology Integrated and Planning Support Community of Practice will include information about curriculum change on an ongoing basis, as it relates to changes to system infrastructure.</li> </ul>
6c) System infrastructure	<ul style="list-style-type: none"> <li>• Implications regarding new curriculum and progress reporting will be reviewed and preparations made to deal with resulting issues.</li> </ul>



<p><b>SPECIFIC OUTCOME 7: District-wide implementation plans, processes and activities will be continually developed, assessed, evaluated and communicated through a collaborative approach between:</b></p> <ul style="list-style-type: none"> <li>• District schools and central units</li> <li>• Edmonton Public Schools and Alberta Education</li> <li>• Edmonton Public Schools and other districts</li> <li>• Edmonton Public Schools and key stakeholders</li> </ul>	
Strategy	Activities
7a) This plan will be reviewed at least annually, and updated as new information and needs emerge.	<ul style="list-style-type: none"> <li>• All school and central leaders, teachers and educational support staff, Alberta Education, other districts and key stakeholders will be provided with opportunities to review and advise this plan.</li> <li>• District staff committees will be formed to advise the plan and its activities (principals, teachers, central staff committee); impacts and perspectives of this plan on various departments will be considered and the plan will be revised if needed.</li> <li>• A four-year scope and sequence will be developed to monitor the progress and effectiveness of this plan.</li> <li>• Key initiative plans (e.g., Numeracy Action Plan, District Wide Focus on Reading, and Career Pathways) will be integrated into one plan.</li> </ul>
7b) Alberta Education information sources will be accessed/reviewed on a continual basis to ensure the District has up-to-date, accurate information.	<ul style="list-style-type: none"> <li>• Alberta Education communication methods (emails to Superintendent, Directors Reports, and websites) will be reviewed on an ongoing basis.</li> <li>• Meetings will be held with key Alberta Education contacts (Communications, Executive Director of Programs of Studies and Resources) on an ongoing basis, with a focus on reviewing and acquiring feedback on elements of this plan.</li> </ul>
7c) The District will communicate and collaborate with other school districts to maximize opportunities and to strengthen its implementation activities.	<ul style="list-style-type: none"> <li>• Monthly meetings with collaborating school districts will be initiated and maintained to share information and best practices and to collaborate to support each other.</li> </ul>

7d) The District will work with key stakeholders to maximize opportunities and to strengthen its implementation activities.	<ul style="list-style-type: none"> <li>• Collaborative activities with post-secondary institutions (e.g., professional development, research-gathering, student teachers etc.) to strengthen implementation will be identified and implemented.</li> <li>• Collaborative activities with not-for-profit partners and government departments (e.g., ACGC ) will be identified and implemented.</li> </ul>
7e) The District will consider gathering feedback regarding curricular change.	<ul style="list-style-type: none"> <li>• A review of the efficacy of gathering curriculum change feedback via centralized means (e.g., District Feedback survey) will be conducted.</li> </ul>
7f) This plan will be communicated through various means including the Annual Education Results Report.	<ul style="list-style-type: none"> <li>• Communications strategies and methods for communicating this Plan will be included in the Communications Plan, and will incorporate use of the District web sites, Need to Know News, Google Plus Communities, the AERR (Annual Education Results Report), etc.</li> </ul>

# Four-Year Scope and Sequence 2017–2020

**SPECIFIC OUTCOME 1: District teachers are confident and competent in their implementation of new curricula.**

**1a) Information and communications materials, tools, sessions and methods will be developed and implemented to ensure positive, quality, timely information is available to teachers.**

2017	2018	2019	2020
<ul style="list-style-type: none"> <li>A communications plan will be developed and implemented, including: <ul style="list-style-type: none"> <li>-monthly staff meeting Powerpoint presentations for principals</li> <li>- video messages from the Superintendent</li> <li>-consultant presentations</li> <li>- informational sessions</li> <li>- internal and external websites</li> <li>-Google Plus communities</li> <li>-information bulletins</li> <li>-Need To Know News information</li> <li>- professional learning sessions</li> <li>- resource bulletins, etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The communications plan will be reviewed, revised and continue to be implemented, with a specific focus on preparing for Kindergarten4 curriculum change.</li> </ul>	<ul style="list-style-type: none"> <li>The communications plan will be revised and continue to be implemented, with a specific focus on supporting implementation for Kindergarten4, and preparing for Grades 5-8 implementation.</li> </ul>	<ul style="list-style-type: none"> <li>The communications plan will be revised and continue to be implemented, with a focus on supporting implementation for Kindergarten to Grade 8, and preparing for Grades 9 and 10.</li> </ul>
<ul style="list-style-type: none"> <li>Parent-friendly communications materials, (including key messages,</li> </ul>	<ul style="list-style-type: none"> <li>Parent-friendly communications materials, (including key messages,</li> </ul>	<ul style="list-style-type: none"> <li>Parent-friendly communications materials, (including key messages,</li> </ul>	<ul style="list-style-type: none"> <li>Parent-friendly communications materials, (including key messages,</li> </ul>

2017	2018	2019	2020
short videos, frequently asked questions, etc.) will be provided to teachers at key points in March 2017 and September 2017 to support teachers' communication with parents and students. Some of these will be made available in other languages.	short videos, frequently asked questions, etc.) will be provided to teachers at key points in January 2017 and September 2018 to support teachers' communication with parents and students. Some of these will be made available in other languages.	short videos, frequently asked questions, etc.) will be provided to teachers at key points in January and September 2019 to support teachers' communication with parents and students. Some of these will be made available in other languages.	short videos, frequently asked questions, etc.) will be provided to teachers at key points in January and September 2019 to support teachers' communication with parents and students. Some of these will be made available in other languages.
<ul style="list-style-type: none"> <li>Informational and professional learning sessions will be provided (see Strategy 1B).</li> </ul>	<ul style="list-style-type: none"> <li>Informational and professional learning sessions will be provided (see Strategy 1B).</li> </ul>	<ul style="list-style-type: none"> <li>Informational and professional learning sessions will be provided (see Strategy 1B).</li> </ul>	<ul style="list-style-type: none"> <li>Informational and professional learning sessions will be provided (see Strategy 1B).</li> </ul>
<b>1b)</b> Quality, timely professional learning and information opportunities to prepare teachers for the new curriculum (including access to on-line information, face-to-face support, collaboration/communities of practice, on-line sessions, catchment-based supports, etc.) will be made available to teachers.			
<ul style="list-style-type: none"> <li>Provincial opportunities for teacher professional learning to prepare teachers for the new curriculum will be identified, communicated and supported. These include opportunities made available by: -Alberta Education</li> </ul>	<ul style="list-style-type: none"> <li>Provincial opportunities for teacher professional learning to prepare teachers for the new curriculum will be identified, communicated and supported. These include opportunities made available by: -Alberta Education</li> </ul>	<ul style="list-style-type: none"> <li>Provincial opportunities for teacher professional learning to prepare teachers for the new curriculum will be identified, communicated and supported. These include opportunities made available by: -Alberta Education</li> </ul>	<ul style="list-style-type: none"> <li>Provincial opportunities for teacher professional learning to prepare teachers for the new curriculum will be identified, communicated and supported. These include opportunities made available by: -Alberta Education</li> </ul>

2017	2018	2019	2020
<ul style="list-style-type: none"> <li>-ATA, including through specialist councils</li> <li>-post-secondary institutions</li> <li>-ERLC/ARPDC</li> <li>-other school authorities</li> <li>-external partners and stakeholder organizations</li> </ul>	<ul style="list-style-type: none"> <li>-ATA, including through specialist councils</li> <li>-post-secondary institutions</li> <li>-ERLC/ARPDC</li> <li>-other school authorities</li> <li>-external partners and stakeholder organizations</li> </ul>	<ul style="list-style-type: none"> <li>-ATA, including through specialist councils</li> <li>-post-secondary institutions</li> <li>-ERLC/ARPDC</li> <li>-other school authorities</li> <li>-external partners and stakeholder organizations</li> </ul>	<ul style="list-style-type: none"> <li>-ATA, including through specialist councils</li> <li>-post-secondary institutions</li> <li>-ERLC/ARPDC</li> <li>-other school authorities</li> <li>-external partners and stakeholder organizations</li> </ul>
<ul style="list-style-type: none"> <li>• District professional learning and information opportunities will be provided to teachers of all contract groups. In 2017 there will be a focus on: <ul style="list-style-type: none"> <li>-elements of the new curriculum architecture (including the use of guiding questions, essential understandings, conceptual and procedural knowledge related to specific subjects, First Nations Métis Inuit content/Walking Together, francophone perspectives, etc.)</li> <li>-Literacy Progressions</li> <li>-Numeracy Progressions-competencies</li> <li>-cross-curricular planning and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• District professional learning and information opportunities will be provided to teachers of all contract groups. In 2018 there will be a focus on: <ul style="list-style-type: none"> <li>-elements of the new curriculum architecture (including the use of guiding questions, essential understandings, conceptual and procedural knowledge related to specific subjects, First Nations Métis Inuit content/Walking Together, francophone perspectives, etc.)</li> <li>-Literacy Progressions</li> <li>-Numeracy Progressions-competencies</li> <li>-cross-curricular planning and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• District professional learning and information opportunities will be provided to teachers of all contract groups. In 2019 there will be a focus on: <ul style="list-style-type: none"> <li>-elements of the new curriculum architecture (including the use of guiding questions, essential understandings, conceptual and procedural knowledge related to specific subjects, First Nations Métis Inuit content/Walking Together, francophone perspectives, etc.)</li> <li>-Literacy Progressions</li> <li>-Numeracy Progressions-competencies</li> <li>-cross-curricular planning and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• District professional learning and information opportunities will be provided to teachers of all contract groups. In 2020 there will be a focus on: <ul style="list-style-type: none"> <li>-elements of the new curriculum architecture (including the use of guiding questions, essential understandings, conceptual and procedural knowledge related to specific subjects, First Nations Métis Inuit content/Walking Together, francophone perspectives, etc.)</li> <li>-Literacy Progressions</li> <li>-Numeracy Progressions-competencies</li> <li>-cross-curricular planning and</li> </ul> </li> </ul>

2017	2018	2019	2020
integration of outcomes	integration of outcomes -specific content contained in the specific Kindergarten4 subject curricula, and related resources, planning and instructional approaches/strategies.	integration of outcomes -specific content contained in the specific Kindergarten8 subject curricula, and related resources, planning and instructional approaches/strategies.	integration of outcomes -specific content contained in the specific Kindergarten10 subject curricula, and related resources, planning and instructional approaches/strategies.
<ul style="list-style-type: none"> <li>Teachers will receive training in new curriculum design features through locally developed course curriculum revision processes, and will apply these to their specific curricular areas.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will receive training in new curriculum design features through locally developed course curriculum revision processes, and will apply these to their specific curricular areas.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will receive training in new curriculum design features through locally developed course curriculum revision processes, and will apply these to their specific curricular areas.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will receive training in new curriculum design features through locally developed course curriculum revision processes, and will apply these to their specific curricular areas.</li> </ul>
<ul style="list-style-type: none"> <li>Lead teacher models and catchment models for professional learning support will be explored, determined and developed, including opportunities for collegial coaching, inter visitations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Lead teacher models and catchment models for professional learning support will be further developed and implemented, including opportunities for collegial coaching, inter visitations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Lead teacher models and catchment models for professional learning support will be further developed and implemented, including opportunities for collegial coaching, inter visitations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Lead teacher models and catchment models for professional learning support will be further developed and implemented, including opportunities for collegial coaching, inter visitations, etc.</li> </ul>
<b>1c) Quality resources (digital, print, human, etc.) will be made available to teachers.</b>			
<ul style="list-style-type: none"> <li>District staff will be</li> </ul>	<ul style="list-style-type: none"> <li>District staff will be trained in</li> </ul>	<ul style="list-style-type: none"> <li>District staff will be trained in</li> </ul>	<ul style="list-style-type: none"> <li>District staff will be trained</li> </ul>

2017	2018	2019	2020
introduced to the province's Curriculum Development Application (CDA), which will enable access to provincial resources and programs of study in future.	the use of the province's Curriculum Development Application (CDA) to enable access to provincial resources and future programs of study.	the use of the province's Curriculum Development Application (CDA) to enable access to provincial resources and new programs of study.	in the use of the province's Curriculum Development Application (CDA) to enable access to provincial resources and new programs of study.
<ul style="list-style-type: none"> <li>Key teacher tools, such as PowerSchool, Learner Support Plans, etc. will be reviewed to determine initial revisions that will be necessary to reflect the new curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Key teacher tools, such as PowerSchool, Learner Support Plans, etc. will be revised to reflect the new curriculum, as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Key teacher tools, such as PowerSchool, Learner Support Plans, etc. will be revised to reflect the new curriculum, as needed, with a focus on Kindergarten to Grade 4.</li> </ul>	<ul style="list-style-type: none"> <li>Key teacher tools, such as PowerSchool, Learner Support Plans, etc. will be revised to reflect the new curriculum, as needed, with a focus on Kindergarten to Grade 8.</li> </ul>
<ul style="list-style-type: none"> <li>The new District Intranet features will be prepared to ensure easy access for staff to District teaching and learning resources.</li> </ul>	<ul style="list-style-type: none"> <li>The new District Intranet features will be prepared to ensure easy access for staff to District teaching and learning resources.</li> </ul>	<ul style="list-style-type: none"> <li>The new District Intranet features will be used to support easy access for staff to District teaching and learning resources.</li> </ul>	<ul style="list-style-type: none"> <li>The new District Intranet features will be used to support easy access for staff to District teaching and learning resources.</li> </ul>
<ul style="list-style-type: none"> <li>District-owned teaching and learning resources that support the new curriculum will be begin to be prepared/revised and made available at no cost to schools through the District Intranet.</li> </ul>	<ul style="list-style-type: none"> <li>District-owned teaching and learning resources that support the new curriculum will continue to be prepared/revised and made available at no cost to schools through the District Intranet.</li> </ul>	<ul style="list-style-type: none"> <li>District-owned teaching and learning resources that support the new curriculum will continue to be prepared/revised and made available at no cost to schools through the District Intranet.</li> </ul>	<ul style="list-style-type: none"> <li>District-owned teaching and learning resources that support the new curriculum will continue to be prepared/revised and made available at no cost to schools through the District Intranet.</li> </ul>



2017	2018	2019	2020
<ul style="list-style-type: none"> <li>Quality digital, print, multimedia and human resources to support new curriculum will begin to be identified, accessed and made available/communicated to schools. This will include resources to support the opening of the new schools. Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Quality digital, print, multimedia and human resources to support new curriculum will be identified, accessed and made available/communicated to schools, with a focus on resourcing for Kindergarten to Grade 4 implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Quality digital, print, multimedia and human resources to support new curriculum will be identified, accessed and made available/communicated to schools, with a focus on resourcing for Kindergarten to Grade 8 implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Quality digital, print, multimedia and human resources will be identified, accessed and made available/communicated to schools, with a focus on resourcing for Kindergarten to Grade 10 implementation.</li> </ul>
<ul style="list-style-type: none"> <li>Processes for teachers to collaboratively review, assess and/or develop materials to support the new curriculum will be explored and initiated.</li> </ul>	<ul style="list-style-type: none"> <li>Processes for teachers to collaboratively review, assess and/or develop materials to support the new curriculum will be implemented, with a focus on resources for Kindergarten to Grade 4</li> </ul>	<ul style="list-style-type: none"> <li>Processes for teachers to collaboratively review, assess and/or develop materials to support the new curriculum will be implemented, with a focus on resources for Kindergarten to Grade 8</li> </ul>	<ul style="list-style-type: none"> <li>Processes for teachers to collaboratively review, assess and/or develop materials to support the new curriculum will be implemented, with a focus on resources for Kindergarten to Grade 10.</li> </ul>
<ul style="list-style-type: none"> <li>Initial draft exemplars and models for planning, teaching and assessment with the new curricula will be developed.</li> </ul>	<ul style="list-style-type: none"> <li>Exemplars and models for planning, teaching and assessment with the new curricula will be developed and made available, with a focus on exemplars and models for Kindergarten to Grade 4.</li> </ul>	<ul style="list-style-type: none"> <li>Exemplars and models for planning, teaching and assessment with the new curricula will be developed and made available, with a focus on exemplars and models for Kindergarten to Grade 8.</li> </ul>	<ul style="list-style-type: none"> <li>Exemplars and models for planning, teaching and assessment with the new curricula will be developed and made available, with a focus on exemplars and models for Kindergarten to Grade 10.</li> </ul>

2017	2018	2019	2020
<b>1d) Resource selection guidance and criteria will be made available to teachers.</b>			
<ul style="list-style-type: none"> <li>An initial draft handbook to support teachers in selecting quality resources will be developed and provided to schools for feedback, with an accompanying draft Quick Guide.</li> </ul>	<ul style="list-style-type: none"> <li>The handbook for selecting quality resources will be finalized and made available to schools, with an accompanying Quick Guide.</li> </ul>	<ul style="list-style-type: none"> <li>The handbook for selecting quality resources will be reviewed, revised as needed and made available to schools, with an accompanying Quick Guide.</li> </ul>	<ul style="list-style-type: none"> <li>The handbook for selecting quality resources will be reviewed, revised as needed and made available to schools, with an accompanying Quick Guide.</li> </ul>
<ul style="list-style-type: none"> <li>District administrative regulations (such as GI.AR – Teaching and Learning Resources and DDC.AR – Publication and Authorization for Use of District Owned Materials) will be revised and made available to schools.</li> </ul>	<ul style="list-style-type: none"> <li>District administrative regulations (such as GI.AR – Teaching and Learning Resources and DDC.AR – Publication and Authorization for Use of District Owned Materials) will continue to be made available to schools.</li> </ul>	<ul style="list-style-type: none"> <li>District administrative regulations (such as GI.AR – Teaching and Learning Resources and DDC.AR – Publication and Authorization for Use of District Owned Materials) will continue to be made available to schools.</li> </ul>	<ul style="list-style-type: none"> <li>District administrative regulations (such as GI.AR – Teaching and Learning Resources and DDC.AR – Publication and Authorization for Use of District Owned Materials) will continue to be made available to schools.</li> </ul>
<ul style="list-style-type: none"> <li>Professional learning opportunities will be provided to teachers to support effective resource identification and selection (including training in the provincial Curriculum Development Application, the resource handbook, resource selection criteria,</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning opportunities will be provided to teachers to support effective resource identification and selection (including training in the provincial Curriculum Development Application, the resource handbook, the resource selection criteria,</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning opportunities will be provided to teachers to support effective resource identification and selection (including training in the provincial Curriculum Development Application, the resource handbook, the resource selection criteria,</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning opportunities will be provided to teachers to support effective resource identification and selection (including training in the provincial Curriculum Development Application, the resource handbook, the resource selection criteria,</li> </ul>

2017	2018	2019	2020
etc.)	etc.), with a focus on resource selection and identification for Kindergarten to Grade 4.	etc.), with a focus on resource selection and identification for Kindergarten to Grade 8.	etc.), with a focus on resource selection and identification for Kindergarten to Grade 10.
<b>1e) Structures and supports will be fostered at the individual school and catchment level to support the flow of information, resources and supports.</b>			
<ul style="list-style-type: none"> <li>Further professional learning and curriculum leadership support will be provided to curriculum change teacher leaders to maximize the impact of their developed expertise (such as Curriculum Development Prototyping teachers, Competency Project lead teachers, Provincial Curriculum Expert Working Group teachers, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Further professional learning and curriculum leadership support will be provided to curriculum change teacher leaders to maximize the impact of their developed expertise (such as Curriculum Development Prototyping teachers, Competency Project lead teachers, Provincial Curriculum Working Group teachers, etc.), with a focus on elementary teacher leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Further professional learning and curriculum leadership support will be provided to curriculum change teacher leaders to maximize the impact of their developed expertise (such as Curriculum Development Prototyping teachers, Competency Project lead teachers, Provincial Curriculum Working Group teachers, etc.), with a focus on elementary and junior high teacher leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Further professional learning and curriculum leadership support will be provided to Kindergarten to Grade 12 curriculum change teacher leaders to maximize the impact of their developed expertise (such as Curriculum Development Prototyping teachers, Competency Project lead teachers, Provincial Curriculum Working Group teachers, etc.).</li> </ul>
<ul style="list-style-type: none"> <li>A catchment-level model will be established to support the flow of information to schools (possibly principal leads, cohort meetings of subject specific teachers,</li> </ul>	<ul style="list-style-type: none"> <li>A catchment-level model will be established to support the flow of information to schools (possibly principal leads, cohort meetings of subject specific teachers, lead</li> </ul>	<ul style="list-style-type: none"> <li>A catchment-level model will be established to support the flow of information to schools (possibly principal leads, cohort meetings of subject specific teachers,</li> </ul>	<ul style="list-style-type: none"> <li>A catchment-level model will be established to support the flow of information to all schools (possibly principal leads, cohort meetings of subject specific teachers,</li> </ul>

2017	2018	2019	2020
lead teacher model including coaching support, catchment-dedicated consultant, etc.).	teacher model including coaching support, catchment-dedicated consultant, etc.), with a focus on elementary schools.	lead teacher model including coaching support, catchment-dedicated consultant, etc.), with a focus on elementary and junior high schools.	lead teacher model including coaching support, catchment-dedicated consultant, etc.).
<b>1f) Early adoption opportunities will be identified and maximized.</b>			
<ul style="list-style-type: none"> <li>Communications will be held with Alberta Education to explore early adoption possibilities; District staff will be supported to participate in early adoption provided by Alberta Education (field testing, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>District staff will be supported to participate in early adoption provided by Alberta Education (field testing, etc.); ongoing communications will be held with Alberta Education to identify opportunities, if available.</li> </ul>	<ul style="list-style-type: none"> <li>District staff will be supported to participate in early adoption provided by Alberta Education (field testing, etc.); ongoing communications will be held with Alberta Education to identify opportunities, if available.</li> </ul>	<ul style="list-style-type: none"> <li>District staff will be supported to participate in early adoption provided by Alberta Education (field testing, etc.); ongoing communications will be held with Alberta Education to identify opportunities, if available.</li> </ul>
<ul style="list-style-type: none"> <li>Development of initial locally developed courses using the new curriculum architecture will occur, if possible.</li> </ul>	<ul style="list-style-type: none"> <li>Development of some locally developed courses using the new curriculum architecture will occur, if possible.</li> </ul>	<ul style="list-style-type: none"> <li>Development and/or revision of locally developed courses will use the new curriculum architecture.</li> </ul>	<ul style="list-style-type: none"> <li>Development and/or revision of locally developed courses will use the new curriculum architecture.</li> </ul>
<b>1g) District teachers will be engaged as leaders and advisors on curriculum development and implementation.</b>			
<ul style="list-style-type: none"> <li>Collaboration with Alberta Education will be fostered.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration with Alberta Education will be fostered.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration with Alberta Education will be fostered.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration with Alberta Education will be fostered.</li> </ul>

2017	2018	2019	2020
<ul style="list-style-type: none"> <li>Teachers will be encouraged to engage in opportunities to provide advice to Alberta Education via committees, Curriculum Working Groups, surveys, field testing, validation activities, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will be encouraged to engage in opportunities to provide advice to Alberta Education via committees, Curriculum Working Groups, surveys, field testing, validation activities, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will be encouraged to engage in opportunities to provide advice to Alberta Education via committees, Curriculum Working Groups, surveys, field testing, validation activities, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will be encouraged to engage in opportunities to provide advice to Alberta Education via committees, Curriculum Working Groups, surveys, field testing, validation activities, etc.</li> </ul>
<ul style="list-style-type: none"> <li>A District Lead Teacher model will be explored and potentially developed to enable teachers to act as mentors and leads at the school level to provide guidance and support to colleagues, supported by central staff.</li> </ul>	<ul style="list-style-type: none"> <li>A District Lead Teacher model will be implemented to enable teachers to act as mentors and leads at the school level to provide guidance and support to colleagues, supported by central staff.</li> </ul>	<ul style="list-style-type: none"> <li>A District Lead Teacher model will be reviewed, improved and implemented to enable teachers to act as mentors and leads at the school level to provide guidance and support to colleagues, supported by central staff.</li> </ul>	<ul style="list-style-type: none"> <li>A District Lead Teacher model will be reviewed, improved and implemented to enable teachers to act as mentors and leads at the school level to provide guidance and support to colleagues, supported by central staff.</li> </ul>
<b>SPECIFIC OUTCOME 2: District leaders will lead with confidence and competence in preparing for and implementing curricular change.</b>			
<b>2a) Information and communications materials, tools, sessions and methods will be developed and implemented to ensure positive, quality, timely information is available to District leaders.</b>			
<ul style="list-style-type: none"> <li>A communications plan (see 1a) will be developed and implemented, including materials that</li> </ul>	<ul style="list-style-type: none"> <li>The communications plan will be reviewed, revised and continue to be implemented, with a specific focus on</li> </ul>	<ul style="list-style-type: none"> <li>The communications plan will be reviewed, revised and continue to be implemented, with a specific focus on</li> </ul>	<ul style="list-style-type: none"> <li>The communications plan will be reviewed, revised and continue to be implemented, with a specific focus on</li> </ul>

2017	2018	2019	2020
<p>will be provided to principals, central leaders and trustees to support their communication with staff and stakeholders. These will include:</p> <ul style="list-style-type: none"> <li>○ monthly staff meeting PowerPoint presentations for principals</li> <li>○ video messages from the Superintendent</li> <li>○ consultant presentations</li> <li>○ informational sessions</li> <li>○ internal and external websites</li> <li>○ information bulletins</li> <li>○ resource bulletins, etc.</li> </ul>	<p>preparing for Kindergarten to Grade 4 curriculum change.</p>	<p>preparing for Kindergarten to Grade 8 curriculum change.</p>	<p>preparing for Kindergarten to Grade 10 curriculum change.</p>
<ul style="list-style-type: none"> <li>• Central working groups will be established to collaboratively examine the impact on the work of central departments, and to implement any required changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Central working groups will continue to collaboratively examine the impact on the work of central departments, and to implement any required changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Central working groups will continue to collaboratively examine the impact on the work of central departments, and to implement any required changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Central working groups will continue to collaboratively examine the impact on the work of central departments, and to implement any required changes.</li> </ul>
<ul style="list-style-type: none"> <li>• Research and evidence behind key curricular changes will be accessed, examined and made</li> </ul>	<ul style="list-style-type: none"> <li>• Research and evidence behind key curricular changes will continue to be accessed, examined and</li> </ul>	<ul style="list-style-type: none"> <li>• Research and evidence behind key curricular changes will continue to be accessed, examined and made available</li> </ul>	<ul style="list-style-type: none"> <li>• Research and evidence behind key curricular changes will continue to be accessed, examined and made available</li> </ul>

2017	2018	2019	2020
available to support leaders in managing curricular change.	made available to support leaders in managing curricular change.	to support leaders in managing curricular change.	to support leaders in managing curricular change.
<b>2b) Materials and supports (identifying key principles, strategies, examples, etc.) for principals to lead as instructional leaders through curricular change will be identified and/or developed and provided to principals; supports for implementing these principles and strategies will be provided.</b>			
<ul style="list-style-type: none"> <li>Materials and activities for use with school staff will be developed for principals in a phased-in approach, with targeted timelines identified.</li> </ul>	<ul style="list-style-type: none"> <li>Materials and activities for use with school staff will be developed for principals in a phased-in approach, with targeted timelines identified.</li> </ul>	<ul style="list-style-type: none"> <li>Materials and activities for use with school staff will be developed for principals in a phased-in approach, with targeted timelines identified.</li> </ul>	<ul style="list-style-type: none"> <li>Materials and activities for use with school staff will be developed for principals in a phased-in approach, with targeted timelines identified.</li> </ul>
<ul style="list-style-type: none"> <li>Strategies and supports related to curriculum change management will be identified and made available to principals.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies and supports related to curriculum change management will be identified and made available to principals, with a focus on elementary principals.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies and supports related to curriculum change management will be identified and made available to principals, with a focus on elementary and junior high principals.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies and supports related to curriculum change management will be identified and made available to all principals.</li> </ul>
<ul style="list-style-type: none"> <li>Initial tools will be developed for principals to assess and reflect on curriculum change readiness and to plan for change.</li> </ul>	<ul style="list-style-type: none"> <li>Tools will be developed for principals to assess and reflect on curriculum change readiness and to plan for change, with a focus on elementary principals.</li> </ul>	<ul style="list-style-type: none"> <li>Tools will be developed for principals to assess and reflect on curriculum change readiness and to plan for change, with a focus on elementary and junior high principals.</li> </ul>	<ul style="list-style-type: none"> <li>Tools will be developed for all principals to assess and reflect on curriculum change readiness and to plan for change.</li> </ul>

2017	2018	2019	2020
<ul style="list-style-type: none"> <li>Initial budget and financial impacts of curriculum change will be explored and projected.</li> </ul>	<ul style="list-style-type: none"> <li>Budget and financial impacts of curriculum change will be identified/projected and communicated.</li> </ul>	<ul style="list-style-type: none"> <li>Budget and financial impacts of curriculum change will be examined, identified, continue to be projected and communicated.</li> </ul>	<ul style="list-style-type: none"> <li>Budget and financial impacts of curriculum change will be examined, identified, continue to be projected and communicated.</li> </ul>
<ul style="list-style-type: none"> <li>An initial <i>Draft Guide for Resource Selection</i>, including key messages, QuickGuide, and sample resource lists, will be developed and provided for feedback.</li> </ul>	<ul style="list-style-type: none"> <li>The <i>Guide for Resource Selection</i>, including key messages, QuickGuide, and sample resource lists will be finalized and made available to schools.</li> </ul>	<ul style="list-style-type: none"> <li>The <i>Guide for Resource Selection</i>, including key messages, QuickGuide, and sample resource lists, will be reviewed, revised as needed and made available to schools.</li> </ul>	<ul style="list-style-type: none"> <li>The <i>Guide for Resource Selection</i>, including key messages, QuickGuide, and sample resource lists, will be reviewed, revised as needed and made available to schools.</li> </ul>
<ul style="list-style-type: none"> <li>Key, short video messages and examples of the essential elements of the new curriculum and new curriculum implementation will be developed and provided.</li> </ul>	<ul style="list-style-type: none"> <li>Key, short video messages and examples of the essential elements of the new curriculum and new curriculum implementation will be developed and provided, with a focus on Grades Kindergarten4.</li> </ul>	<ul style="list-style-type: none"> <li>Key, short video messages and examples of the essential elements of the new curriculum and new curriculum implementation will be developed and provided, with a focus on Grades Kindergarten8.</li> </ul>	<ul style="list-style-type: none"> <li>Key, short video messages and examples of the essential elements of the new curriculum and new curriculum implementation will be developed and provided, with a focus on Grades Kindergarten10.</li> </ul>
<ul style="list-style-type: none"> <li>Conversation guides and talking points will be provided for District leaders around re-thinking the types of resources that can support</li> </ul>	<ul style="list-style-type: none"> <li>Conversation guides and talking points will be provided for District leaders around re-thinking the types of resources that can support</li> </ul>	<ul style="list-style-type: none"> <li>Conversation guides and talking points will be provided for District leaders around re-thinking the types of resources that can support</li> </ul>	<ul style="list-style-type: none"> <li>Conversation guides and talking points will be provided for District leaders around re-thinking the types of resources that can</li> </ul>



2017	2018	2019	2020
new curriculum (for example, talking points for discussing what constitutes quality resources for the new curriculum).	new curriculum, with a focus on new elementary curriculum.	new curriculum, with a focus on new elementary and junior high curriculum.	support new curriculum.
<b>2c) Quality, timely leadership information sessions and P.L. sessions (including access to on-line information, face-to-face and on-line sessions, etc.) will be made available to current and emerging leaders.</b>			
<ul style="list-style-type: none"> <li>Information and professional learning session for leaders and emerging leaders will be provided through various departments (Technology Integrated and Planning Support, Inclusive Education, Student Assessment, First Nations, Métis, and Inuit Unit, etc.) and through a variety of means (face-to-face, on-line means, Leadership Framework modules, District Leadership Days, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Information and professional learning session for leaders and emerging leaders will be provided through various departments (Technology Integrated and Planning Support, Inclusive Education, Student Assessment, First Nations, Métis, and Inuit Unit, etc.) and through a variety of means (face-to-face, on-line means, Leadership Framework modules, District Leadership Days, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Information and professional learning session for leaders and emerging leaders will be provided through various departments (Technology Integrated and Planning Support, Inclusive Education, Student Assessment, First Nations, Métis, and Inuit Unit, etc.) and through a variety of means (face-to-face, on-line means, Leadership Framework modules, District Leadership Days, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Information and professional learning session for leaders and emerging leaders will be provided through various departments (Technology Integrated and Planning Support, Inclusive Education, Student Assessment, First Nations, Métis, and Inuit Unit, etc.) and through a variety of means (face-to-face, on-line means, Leadership Framework modules, District Leadership Days, etc.).</li> </ul>
<ul style="list-style-type: none"> <li>Key materials and tools will be included in the communications plan (see 1a) to ensure current and</li> </ul>	<ul style="list-style-type: none"> <li>Key materials and tools will be included in the communications plan (see 1a) to ensure current and</li> </ul>	<ul style="list-style-type: none"> <li>Key materials and tools will be included in the communications plan (see 1a) to ensure current and</li> </ul>	<ul style="list-style-type: none"> <li>Key materials and tools will be included in the communications plan (see 1a) to ensure current and</li> </ul>

2017	2018	2019	2020
emerging district leaders have timely and effective information.	emerging district leaders have timely and effective information.	emerging district leaders have timely and effective information.	emerging district leaders have timely and effective information.
<ul style="list-style-type: none"> <li>A District Lead Teacher training and support model will be explored to enable teachers to act as mentors and leads at the school level, to provide guidance and support to colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>A District Lead Teacher training and support model will be developed and initiated, to enable teachers to act as mentors and leads at the school level, to provide guidance and support to colleagues, with a focus on elementary Lead Teachers.</li> </ul>	<ul style="list-style-type: none"> <li>A District Lead Teacher training and support model will continue to be implemented to enable teachers to act as mentors and leads at the school level, to provide guidance and support to colleagues, with a focus on elementary and junior high Lead Teachers.</li> </ul>	<ul style="list-style-type: none"> <li>A District Lead Teacher training and support model will continue to be implemented, to enable teachers to act as mentors and leads at the school level, to provide guidance and support to colleagues.</li> </ul>
<ul style="list-style-type: none"> <li>A comprehensive overview of change management strategies and processes will be initiated to ensure that all aspects of implementation (vision, skills, resources, action plan, etc.) have been considered, and to prepare for sessions for leaders regarding curriculum change management.</li> </ul>	<ul style="list-style-type: none"> <li>A comprehensive overview of change management strategies and processes will be completed, and the results used to prepare sessions and materials for leaders to support them as they lead through curriculum change.</li> </ul>	<ul style="list-style-type: none"> <li>Sessions, materials and other supports will be developed and provided to leaders to support them as they lead through curriculum change.</li> </ul>	<ul style="list-style-type: none"> <li>Sessions, materials and other supports will continue to be developed and provided to leaders to support them as they lead through curriculum change.</li> </ul>
2d) Central consultants will be provided with information, professional learning and materials to support schools and catchments through curricular change.			

2017	2018	2019	2020
<ul style="list-style-type: none"> <li>Central consultants will be provided with opportunities for targeted professional learning to strengthen their abilities to support schools and catchments through curriculum change. These will include: research foundations of the new curriculum, competencies, literacy and numeracy progressions, conceptual and procedural knowledge, assessment, the CDA, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Central consultants will be provided with opportunities for targeted professional learning to strengthen their abilities to support schools and catchments through curriculum change. These will include: research foundations of the new curriculum, competencies, literacy and numeracy progressions, conceptual and procedural knowledge, assessment, the CDA, and subject-specific new curriculum training, with a focus the new elementary curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Central consultants will be provided with opportunities for targeted professional learning to strengthen their abilities to support schools and catchments through curriculum change. These will include: research foundations of the new curriculum, competencies, literacy and numeracy progressions, conceptual and procedural knowledge, assessment, the CDA, and subject-specific new curriculum, with a focus on Grades Kindergarten8.</li> </ul>	<ul style="list-style-type: none"> <li>Central consultants will be provided with opportunities for targeted professional learning to strengthen their abilities to support schools and catchments through curriculum change. These will include: research foundations of the new curriculum, competencies, literacy and numeracy progressions, conceptual and procedural knowledge, assessment, the CDA, and subject-specific new curriculum, with a focus on Grades Kindergarten10.</li> </ul>
<ul style="list-style-type: none"> <li>Central consultants will be provided with information, strategies, processes, presentations and other key materials to support school staff. These will include visual and multimedia tools, illustrative examples/exemplars, possibly leadership guides to implementation support, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Central consultants will be provided with information, strategies, processes, presentations and other key materials to support school staff. These will include visual and multimedia tools, illustrative examples/exemplars, possibly leadership guides to implementation support, and</li> </ul>	<ul style="list-style-type: none"> <li>Central consultants will be provided with information, strategies, processes, presentations and other key materials to support school staff. These will include visual and multimedia tools, illustrative examples/exemplars, possibly leadership guides to implementation support, and</li> </ul>	<ul style="list-style-type: none"> <li>Central consultants will be provided with information, strategies, processes, presentations and other key materials to support school staff. These will include visual and multimedia tools, illustrative examples/exemplars, possibly leadership guides to implementation support, and</li> </ul>

2017	2018	2019	2020
	subject-specific new curriculum materials/supports, with a focus on the new Grades Kindergarten to Grade 4 curriculum.	subject-specific new curriculum materials/supports, with a focus on the new Grades Kindergarten to Grade 8 curriculum.	subject-specific new curriculum materials/supports, with a focus on the new Grades Kindergarten to Grade 10 curriculum.
<ul style="list-style-type: none"> <li>Consultant expertise developed through the Curriculum Development Prototyping and the new provincial Curriculum Groups will be maximized to further build central consultant capacity, through collaborative and instructional processes.</li> </ul>	<ul style="list-style-type: none"> <li>Consultant expertise developed through the Curriculum Development Prototyping and the new provincial curriculum Working Groups will be maximized to further build central consultant capacity, through collaborative and instructional processes.</li> </ul>	<ul style="list-style-type: none"> <li>Consultant expertise developed through the Curriculum Development Prototyping and the new provincial Curriculum Groups will be maximized to further build central consultant capacity, through collaborative and instructional processes.</li> </ul>	<ul style="list-style-type: none"> <li>Consultant expertise developed through the Curriculum Development Prototyping and the new provincial Curriculum Groups will be maximized to further build central consultant capacity, through collaborative and instructional processes.</li> </ul>
<ul style="list-style-type: none"> <li>Consultants will be provided with strategies and processes to begin to work with the Catchment Curriculum Principal Leads to organize catchment principal and teacher professional learning and information sharing.</li> </ul>	<ul style="list-style-type: none"> <li>Consultants will be provided with strategies, processes and supports to work with the Catchment Curriculum Principal Leads to organize catchment principal and teacher professional learning and information sharing.</li> </ul>	<ul style="list-style-type: none"> <li>Consultants will continue to be provided with strategies and processes to work with the Catchment Curriculum Principal Leads to organize catchment principal and teacher professional learning and information sharing.</li> </ul>	<ul style="list-style-type: none"> <li>Consultants will continue to be provided with strategies and processes to work with the Catchment Curriculum Principal Leads to organize catchment principal and teacher professional learning and information sharing.</li> </ul>

2017	2018	2019	2020
<ul style="list-style-type: none"> <li>Consultants will be encouraged to further build capacity by engaging in Alberta Education-initiated opportunities such as focus groups, working groups, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Consultants will be encouraged to further build capacity by engaging in Alberta Education-initiated opportunities such as focus groups, working groups, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Consultants will be encouraged to further build capacity by engaging in Alberta Education-initiated opportunities such as focus groups, working groups, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Consultants will be encouraged to further build capacity by engaging in Alberta Education-initiated opportunities such as focus groups, working groups, etc.</li> </ul>
<b>2e) District principals will be engaged as leaders and advisors on curriculum change and curriculum implementation.</b>			
<ul style="list-style-type: none"> <li>Principal advisory committees will be established to receive/disseminate information and to advise on effective implementation strategies and activities.</li> </ul>	<ul style="list-style-type: none"> <li>Principal advisory committees will be established to receive/disseminate information and to advise on effective implementation strategies and activities.</li> </ul>	<ul style="list-style-type: none"> <li>Principal advisory committees will be established to receive/disseminate information and to advise on effective implementation strategies and activities.</li> </ul>	<ul style="list-style-type: none"> <li>Principal advisory committees will be established to receive/disseminate information and to advise on effective implementation strategies and activities.</li> </ul>
<ul style="list-style-type: none"> <li>A Catchment Curriculum Principal Leads structure will be established (e.g., 1 Elementary and 1 Junior High principal per catchment).</li> </ul>	<ul style="list-style-type: none"> <li>A Catchment Curriculum Principal Leads structure will be established (e.g., 1 Elementary and 1 Junior High principal per catchment).</li> </ul>	<ul style="list-style-type: none"> <li>A Catchment Curriculum Principal Leads structure will be established (e.g., 1 Elementary, 1 Junior High and 1 High School principal per catchment).</li> </ul>	<ul style="list-style-type: none"> <li>A Catchment Curriculum Principal Leads structure will be established (1 Elementary, 1 Junior High and 1 High School principal per catchment).</li> </ul>
<ul style="list-style-type: none"> <li>Collaborative curriculum working groups involving teachers and principals</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative curriculum working groups involving teachers and principals</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative curriculum working groups involving teachers and principals</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative curriculum working groups involving teachers and principals</li> </ul>

2017	2018	2019	2020
within catchments and across subject areas will be explored and potentially formed.	within catchments and across subject areas will be formed and enacted.	within catchments and across subject areas will be formed and enacted.	within catchments and across subject areas will be formed and enacted.
<ul style="list-style-type: none"> <li>District, leadership group and catchment meetings/events will be used to inform and engage principals in curriculum implementation activities.</li> </ul>	<ul style="list-style-type: none"> <li>District, leadership group and catchment meetings/events will be used to inform and engage principals in curriculum implementation activities.</li> </ul>	<ul style="list-style-type: none"> <li>District, leadership group and catchment meetings/events will be used to inform and engage principals in curriculum implementation activities.</li> </ul>	<ul style="list-style-type: none"> <li>District, leadership group and catchment meetings/events will be used to inform and engage principals in curriculum implementation activities.</li> </ul>
<ul style="list-style-type: none"> <li>A Small Schools Curriculum Advisory Committee will be established to plan for specific supports for small schools.</li> </ul>	<ul style="list-style-type: none"> <li>A Small Schools Curriculum Advisory committee will be maintained to plan for specific supports for small schools.</li> </ul>	<ul style="list-style-type: none"> <li>A Small Schools Curriculum Advisory Committee will be maintained to plan for and advise on implementation of specific supports for small schools.</li> </ul>	<ul style="list-style-type: none"> <li>A Small Schools Curriculum Advisory Committee will be maintained to plan for and advise on implementation of specific supports for small schools.</li> </ul>
<ul style="list-style-type: none"> <li>Principals will be encouraged to participate in Alberta Education-initiated opportunities, such as focus groups, field testing, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Principals will be encouraged to participate in Alberta Education-initiated opportunities, such as focus groups, field testing, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Principals will be encouraged to participate in Alberta Education-initiated opportunities, such as focus groups, field testing, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Principals will be encouraged to participate in Alberta Education-initiated opportunities, such as focus groups, field testing, etc.</li> </ul>
<b>SPECIFIC OUTCOME 3: District support personnel (central staff, tech support, educational assistants, library technicians, etc.) are confident and competent in their support for implementation of new curricula.</b>			

2017	2018	2019	2020
<b>3a) Communications materials, tools and methods will be developed and implemented to ensure positive, quality, timely information is available to District support personnel.</b>			
2017	2018	2019	2020
<ul style="list-style-type: none"> <li>A communications plan will be developed and implemented (including monthly staff meeting PowerPoint presentations for leaders, consultant presentations, frequently asked questions, internal and external websites, Google Plus communities, information bulletins, Need To Know News, informational sessions, etc.), with elements included for District support personnel and all central staff.</li> </ul>	<ul style="list-style-type: none"> <li>A communications plan will be developed and implemented (including monthly staff meeting PowerPoint presentations for leaders, consultant presentations, frequently asked questions, internal and external websites, Google Plus communities, information bulletins, Need To Know News, informational sessions, etc.), with elements included for District support personnel and all central staff.</li> </ul>	<ul style="list-style-type: none"> <li>A communications plan will be developed and implemented (including monthly staff meeting PowerPoint presentations for leaders, consultant presentations, frequently asked questions, internal and external websites, Google Plus communities, information bulletins, Need To Know News, informational sessions, etc.), with elements included for District support personnel and all central staff.</li> </ul>	<ul style="list-style-type: none"> <li>A communications plan will be developed and implemented (including monthly staff meeting PowerPoint presentations for leaders, consultant presentations, frequently asked questions, internal and external websites, Google Plus communities, information bulletins, Need To Know News, informational sessions, etc.), with elements included for District support personnel and all central staff.</li> </ul>
<ul style="list-style-type: none"> <li>An initial review of the prospective needs of District support personnel related to curriculum change will be conducted.</li> </ul>	<ul style="list-style-type: none"> <li>A regular review of the emerging needs of District support personnel related to curriculum change will be conducted, with regular opportunities for reflection, needs assessment, goal-</li> </ul>	<ul style="list-style-type: none"> <li>A regular review of the emerging needs of District support personnel related to curriculum change will be conducted, with regular opportunities for reflection, needs assessment, goal-</li> </ul>	<ul style="list-style-type: none"> <li>A regular review of the emerging needs of District support personnel related to curriculum change will be conducted, with regular opportunities for reflection, needs assessment, goal-</li> </ul>

2017	2018	2019	2020
	setting and collaboration, with a focus on elementary and central support personnel.	setting and collaboration, with a focus on elementary, junior high and central support personnel.	setting and collaboration.
<ul style="list-style-type: none"> <li>Professional Learning opportunities and materials will be provided to different groups in appropriate ways to support the role of the support personnel (ie. Educational Assistants, Library Technicians, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Professional Learning opportunities and materials will be provided to different groups in appropriate ways to support the role of the support personnel (ie. Educational Assistants, Library Technicians, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Professional Learning opportunities and materials will be provided to different groups in appropriate ways to support the role of the support personnel (ie. Educational Assistants, Library Technicians, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Professional Learning opportunities and materials will be provided to different groups in appropriate ways to support the role of the support personnel (ie. Educational Assistants, Library Technicians, etc.).</li> </ul>
<ul style="list-style-type: none"> <li>Leadership capacity for supporting District support personnel within groups (e.g., Educational Assistants, etc.) will be developed.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership capacity for supporting District support personnel within groups (e.g., Educational Assistants, etc.) will be developed.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership capacity for supporting District support personnel within groups (e.g., Educational Assistants, etc.) will be developed.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership capacity for supporting District support personnel within groups (e.g., Educational Assistants, etc.) will be developed.</li> </ul>
<b>3b) Central decision units will be engaged, as leaders and advisors, on curriculum implementation and support.</b>			
<ul style="list-style-type: none"> <li>Information will be provided to central Directors and Managing Directors on an ongoing basis.</li> </ul>	<ul style="list-style-type: none"> <li>Information will be provided to central Directors and Managing Directors on an ongoing basis.</li> </ul>	<ul style="list-style-type: none"> <li>Information will be provided to central Directors and Managing Directors on an ongoing basis.</li> </ul>	<ul style="list-style-type: none"> <li>Information will be provided to central Directors and Managing Directors on an ongoing basis.</li> </ul>



2017	2018	2019	2020
<ul style="list-style-type: none"> <li>A Central Curriculum Advisory Committee will be established to receive information and to advise on effective implementation strategies and activities.</li> </ul>	<ul style="list-style-type: none"> <li>A Central Curriculum Advisory committee will be maintained to receive information and to advise on effective implementation strategies and activities.</li> </ul>	<ul style="list-style-type: none"> <li>A Central Curriculum Advisory Committee will be maintained to receive information and to advise on effective implementation strategies and activities.</li> </ul>	<ul style="list-style-type: none"> <li>A Central Curriculum Advisory Committee will be maintained to receive information and to advise on effective implementation strategies and activities.</li> </ul>
<ul style="list-style-type: none"> <li>Ongoing updates will be provided through various key collaborative meetings, such as through Multidisciplinary Team Meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing updates will be provided through various key collaborative meetings, such as through Multidisciplinary Team Meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing updates will be provided through various key collaborative meetings, such as through Multidisciplinary Team Meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing updates will be provided through various key collaborative meetings, such as through Multidisciplinary Team Meetings.</li> </ul>
<b>SPECIFIC OUTCOME 4:</b> District students are prepared for change and are enabled to meet their full potential through Kindergarten to Grade 12 and beyond, through their engagement in their high quality learning environments.			
<b>4a) Communications materials and methods will be developed and implemented to ensure positive, quality, timely information is available to students.</b>			
<ul style="list-style-type: none"> <li>As part of the communications plan, materials and strategies for effectively communicating with students regarding aspects of curriculum change will be identified, developed and implemented (including through teachers, social</li> </ul>	<ul style="list-style-type: none"> <li>As part of the reviews, revisions and updates to the communications plan, materials and strategies for effectively communicating with students regarding aspects of curriculum change will continue to be identified, developed and</li> </ul>	<ul style="list-style-type: none"> <li>As part of the reviews, revisions and updates to the communications plan, materials and strategies for effectively communicating with students regarding aspects of curriculum change will continue to be identified, developed and</li> </ul>	<ul style="list-style-type: none"> <li>As part of the reviews, revisions and updates to the communications plan, materials and strategies for effectively communicating with students regarding aspects of curriculum change will continue to be identified, developed and</li> </ul>

2017	2018	2019	2020
media, webpages, frequently asked questions, in various District language program languages, etc.).	implemented (including through teachers, social media, webpages, frequently asked questions, in various District language program languages, etc.).	implemented (including through teachers, social media, webpages, frequently asked questions, in various District language program languages, etc.).	implemented (including through teachers, social media, webpages, frequently asked questions, in various District language program languages, etc.).
<b>4b) The Student Senate will be engaged in providing input, feedback and advice on preparing students for curriculum change.</b>			
<ul style="list-style-type: none"> <li>Designated central staff will work with the Student Senate to support timely, quality and appropriate information, and to gather feedback and advice.</li> </ul>	<ul style="list-style-type: none"> <li>Designated central staff will work with the Student Senate to support timely, quality and appropriate information, and to gather feedback and advice.</li> </ul>	<ul style="list-style-type: none"> <li>Designated central staff will work with the Student Senate to support timely, quality and appropriate information, and to gather feedback and advice.</li> </ul>	<ul style="list-style-type: none"> <li>Designated central staff will work with the Student Senate to support timely, quality and appropriate information, and to gather feedback and advice.</li> </ul>
<ul style="list-style-type: none"> <li>A process will be established that enables the voices of the Student Senate to be shared with all school and central staff.</li> </ul>	<ul style="list-style-type: none"> <li>A process will be maintained that continues to enable the voices of the Student Senate to be shared with all school and central staff.</li> </ul>	<ul style="list-style-type: none"> <li>A process will be maintained that continues to enable the voices of Student Senate to be shared with all school and central staff.</li> </ul>	<ul style="list-style-type: none"> <li>A process will be maintained that continues to enable the voices of Student Senate to be shared with all school and central staff.</li> </ul>
<b>4c) Opportunities for students to learn about new curriculum and be supported through curriculum change will be provided.</b>			
<ul style="list-style-type: none"> <li>Information regarding the purpose, intent, benefits, "the Why" etc. of new curricula will be provided to</li> </ul>	<ul style="list-style-type: none"> <li>Information regarding the purpose, intent, benefits, "the Why" etc. of new curricula will continue to be</li> </ul>	<ul style="list-style-type: none"> <li>Information regarding the purpose, intent, benefits, "the Why" etc. of new curricula will continue to be</li> </ul>	<ul style="list-style-type: none"> <li>Information regarding the purpose, intent, benefits, "the Why" etc. of new curricula will continue to be</li> </ul>

2017	2018	2019	2020
students, appropriately developed and delivered for various age groups and abilities.	provided to students, appropriately developed and delivered for various age groups and abilities.	provided to students, appropriately developed and delivered for various age groups and abilities.	provided to students, appropriately developed and delivered for various age groups and abilities.
<ul style="list-style-type: none"> <li>Strategies and opportunities for engaging students positively in curriculum change will be explored, identified and implemented or accessed.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies and opportunities for engaging students positively in curriculum change will continue to be identified and implemented or accessed (such as through "Student Curriculum Conversations/mini conferences provided and led by the Student Senate).</li> </ul>	<ul style="list-style-type: none"> <li>Strategies and opportunities for engaging students positively in curriculum change will continue to be identified and implemented or accessed (such as through "Student Curriculum Conversations/mini conferences provided and led by the Student Senate).</li> </ul>	<ul style="list-style-type: none"> <li>Strategies and opportunities for engaging students positively in curriculum change will continue to be identified and implemented or accessed (such as through "Student Curriculum Conversations/mini conferences provided and led by the Student Senate).</li> </ul>
<ul style="list-style-type: none"> <li>Information regarding emergent opportunities (from Alberta Education, etc.) for student engagement will be communicated to students through School Zone, the Student Senate and other means.</li> </ul>	<ul style="list-style-type: none"> <li>Information regarding emergent opportunities (from Alberta Education, etc.) for student engagement will continue to be communicated to students through School Zone, the Student Senate and other means.</li> </ul>	<ul style="list-style-type: none"> <li>Information regarding emergent opportunities (from Alberta Education, etc.) for student engagement will continue to be communicated to students through School Zone, the Student Senate and other means.</li> </ul>	<ul style="list-style-type: none"> <li>Information regarding emergent opportunities (from Alberta Education, etc.) for student engagement will continue to be communicated to students through School Zone, the Student Senate and other means.</li> </ul>
<ul style="list-style-type: none"> <li>Teaching supports related to</li> </ul>	<ul style="list-style-type: none"> <li>Teaching supports related to</li> </ul>	<ul style="list-style-type: none"> <li>Teaching supports related to</li> </ul>	<ul style="list-style-type: none"> <li>Teaching supports related to</li> </ul>

2017	2018	2019	2020
developing student resiliency and coping mechanisms will be identified and/or developed to support teachers to support students in coping with change.	developing student resiliency and coping mechanisms will be provided to support teachers to support students in coping with change.	developing student resiliency and coping mechanisms will be provided to support teachers to support students in coping with change.	developing student resiliency and coping mechanisms will be provided to support teachers to support students in coping with change.
<ul style="list-style-type: none"> <li>Materials to encourage students to identify goals, strategies and next steps in relation to shifting to the new curriculum and new learning outcomes will be explored and identified/developed.</li> </ul>	<ul style="list-style-type: none"> <li>Materials to encourage students to identify goals, strategies and next steps in relation to shifting to the new curriculum and new learning outcomes will be developed and made available.</li> </ul>	<ul style="list-style-type: none"> <li>Materials to encourage students to identify goals, strategies and next steps in relation to shifting to the new curriculum and new learning outcomes will continue to be developed and made available.</li> </ul>	<ul style="list-style-type: none"> <li>Materials to encourage students to identify goals, strategies and next steps in relation to shifting to the new curriculum and new learning outcomes will continue to be developed and made available.</li> </ul>
<b>SPECIFIC OUTCOME 5: Parents and community stakeholders are confident in the District's preparedness and competence in implementing curricular change.</b>			
<b>5a) Communications materials and methods will be developed and implemented to ensure positive, quality, timely information is available to parents and community stakeholders.</b>			
<ul style="list-style-type: none"> <li>A web page will be established and regularly maintained on epsb.ca for public access, that will include positive messaging, support materials (such as</li> </ul>	<ul style="list-style-type: none"> <li>A web page will be regularly maintained on epsb.ca for public access that will include positive messaging, support materials (such as information bulletins,</li> </ul>	<ul style="list-style-type: none"> <li>A web page will be regularly maintained on epsb.ca for public access that will include positive messaging, support materials (such as information bulletins,</li> </ul>	<ul style="list-style-type: none"> <li>A web page will be regularly maintained on epsb.ca for public access, that will include positive messaging, support materials (such as information bulletins,</li> </ul>

2017	2018	2019	2020
information bulletins, frequently asked questions, subject-specific information highlighting key changes, rationales for changes, etc.) and a key contact or question submitting feature.	frequently asked questions, subject-specific information highlighting key changes, rationales for changes, etc.) and a key contact or question submitting feature.	frequently asked questions, subject-specific information highlighting key changes, rationales for changes, etc.) and a key contact or question submitting feature.	frequently asked questions, subject-specific information highlighting key changes, rationales for changes, etc.) and a key contact or question submitting feature.
<ul style="list-style-type: none"> <li>As part of the communications plan (see 1a), communications materials and methods (e.g., face-to-face, digital and social media, paper copy) for distribution of information (“pushing out”) to parents and stakeholders (e.g., via backpack newsletters, Trustee and District Communications Site on SchoolZone, Powerpoint presentations and videos, etc.) will be developed and provided to schools on a timely basis and/or delivered directly to parents and community stakeholders from a central</li> </ul>	<ul style="list-style-type: none"> <li>As part of the communications plan (see 1a), communications materials and methods (e.g., face-to-face, digital and social media, paper copy) for distribution of information (“pushing out”) to parents and stakeholders will continue to be developed and provided to schools on a timely basis and/or delivered directly to parents and community stakeholders from a central communications points. These may be provided in key languages.</li> </ul>	<ul style="list-style-type: none"> <li>As part of the communications plan (see 1a), communications materials and methods (e.g., face-to-face, digital and social media, paper copy) for distribution of information (“pushing out”) to parents and stakeholders will continue to be developed and provided to schools on a timely basis and/or delivered directly to parents and community stakeholders from a central communications points. These may be provided in key languages.</li> </ul>	<ul style="list-style-type: none"> <li>As part of the communications plan (see 1a), communications materials and methods (e.g., face-to-face, digital and social media, paper copy) for distribution of information (“pushing out”) to parents and stakeholders will continue to be developed and provided to schools on a timely basis and/or delivered directly to parents and community stakeholders from a central communications points. These may be provided in key languages.</li> </ul>

2017	2018	2019	2020
communications points. These may be provided in key languages.			
<ul style="list-style-type: none"> <li>Catchment parent and community information sessions will be facilitated and supported, as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Catchment parent and community information sessions will be facilitated and supported, as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Catchment parent and community information sessions will be facilitated and supported, as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Catchment parent and community information sessions will be facilitated and supported, as needed.</li> </ul>
<b>5b) Opportunities for parental and stakeholder involvement in curriculum change will be provided.</b>			
<ul style="list-style-type: none"> <li>Information regarding provincial opportunities for parental, student and stakeholder involvement will be shared with parents and community stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Information regarding provincial opportunities for parental, student and stakeholder involvement will continue to be shared with parents and community stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Information regarding provincial opportunities for parental, student and stakeholder involvement will continue to be shared with parents and community stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Information regarding provincial opportunities for parental, student and stakeholder involvement will continue to be shared with parents and community stakeholders.</li> </ul>
<ul style="list-style-type: none"> <li>The potential establishment of a new structure (or the use of existing structures) to gather input and advice to support meeting the needs of parents and stakeholders throughout curriculum change (e.g., such as a District</li> </ul>	<ul style="list-style-type: none"> <li>The determined structures for gathering input and advice to support meeting the needs of parents and stakeholders throughout curriculum change will be used/implemented, and then reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>The determined structures for gathering input and advice to support meeting the needs of parents and stakeholders throughout curriculum will continue to be used/implemented unless the review finds that</li> </ul>	<ul style="list-style-type: none"> <li>The determined structures for gathering input and advice to support meeting the needs of parents and stakeholders throughout curriculum will continue to be used/implemented unless the review finds that</li> </ul>

2017	2018	2019	2020
curriculum parent and stakeholder advisory council, through existing School Councils, via a survey, etc.) will be considered and assessed for potential benefits, challenges and efficiencies.		discontinuation or changes are required; annual reviews for efficiency and effectiveness will continue to be conducted.	discontinuation or changes are required; annual reviews for efficiency and effectiveness will continue to be conducted.
<ul style="list-style-type: none"> <li>School Councils, in collaboration with principals and central, will be invited to engage in facilitating information flow to parents and school communities (using prepared materials, sessions, District video materials, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>School Councils, in collaboration with principals and central, will continue to be invited to engage in facilitating information flow to parents and school communities (using prepared materials, sessions, District video materials, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>School Councils, in collaboration with principals and central, will continue to be invited to engage in facilitating information flow to parents and school communities (using prepared materials, sessions, District video materials, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>School Councils, in collaboration with principals and central, will continue to be invited to engage in facilitating information flow to parents and school communities (using prepared materials, sessions, District video materials, etc.).</li> </ul>
<ul style="list-style-type: none"> <li>District structures, such as Parents as Partners nights, will be identified and leveraged to communicate with and engage parents.</li> </ul>	<ul style="list-style-type: none"> <li>District structures, such as Parents as Partners nights, will continue to be identified and leveraged to communicate with and engage parents, then reviewed for efficiency and effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>District structures, such as Parents as Partners nights, will continue to be identified and leveraged to communicate with and engage parents, then reviewed for efficiency and effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>District structures, such as Parents as Partners nights, will continue to be identified and leveraged to communicate with and engage parents, then reviewed for efficiency and effectiveness.</li> </ul>

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<ul style="list-style-type: none"> <li>Strategies, communications and supports for parents and stakeholders of alternative programs (e.g., that explain the implications of curriculum redesign on programs of choice such as Cogito, Logos and second language programs), will be developed.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies, communications and supports for parents and stakeholders of alternative programs (e.g., that explain the implications of curriculum redesign on programs of choice such as Cogito, Logos and second language programs), will be developed and implemented, then reviewed for efficiency and effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies, communications and supports for parents and stakeholders of alternative programs (e.g., that explain the implications of curriculum redesign on programs of choice such as Cogito, Logos and second language programs), will be developed and implemented, then reviewed for efficiency and effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies, communications and supports for parents and stakeholders of alternative programs (e.g., that explain the implications of curriculum redesign on programs of choice such as Cogito, Logos and second language programs), will be developed and implemented, then reviewed for efficiency and effectiveness.</li> </ul>
<b>SPECIFIC OUTCOME 6: District technologies, systems and infrastructure are in place to support curricular change.</b>			
<b>6a) Central Technology infrastructure will be developed and/or adapted to support effective curriculum implementation</b>			
<ul style="list-style-type: none"> <li>PowerSchool and SchoolZone will be reviewed for potential changes to support new curriculum (e.g., subject area)</li> </ul>	<ul style="list-style-type: none"> <li>PowerSchool and SchoolZone will be updated to support curricular changes.</li> </ul>	<ul style="list-style-type: none"> <li>PowerSchool and SchoolZone will continue to be updated to support curricular changes.</li> </ul>	<ul style="list-style-type: none"> <li>PowerSchool and SchoolZone will continue to be updated to support curricular changes.</li> </ul>
<ul style="list-style-type: none"> <li>Student Information systems will be reviewed for potential changes to support new curriculum (e.g., subject areas).</li> </ul>	<ul style="list-style-type: none"> <li>Student Information systems will be updated as needed to support curriculum change.</li> </ul>	<ul style="list-style-type: none"> <li>Student Information systems will continue to be updated as needed to support curriculum change.</li> </ul>	<ul style="list-style-type: none"> <li>Student Information systems will continue to be updated as needed to support curriculum change.</li> </ul>



2017	2018	2019	2020
<ul style="list-style-type: none"> <li>A committee of lead teachers, department heads and Central Services staff will be assembled to explore the updates required for PowerSchool, Gradebook, SchoolZone, etc.</li> </ul>	<ul style="list-style-type: none"> <li>A committee of lead teachers, department heads and Central Services staff will be maintained to identify and advise on the updates required for PowerSchool, Gradebook, SchoolZone, etc.</li> </ul>	<ul style="list-style-type: none"> <li>A committee of lead teachers, department heads and Central Services staff will be maintained to continue to identify and advise on the updates required for PowerSchool, Gradebook, SchoolZone, etc.</li> </ul>	<ul style="list-style-type: none"> <li>A committee of lead teachers, department heads and Central Services staff will be maintained to continue to identify and advise on the updates required for PowerSchool, Gradebook, SchoolZone, etc.</li> </ul>
<b>6b) School Technology</b>			
<ul style="list-style-type: none"> <li>The Technology Integrated and Planning Support team will identify new, targeted supports (such as a list of technologies that could support new curricula) to support implementation.</li> </ul>	<ul style="list-style-type: none"> <li>The Technology Integrated and Planning Support team will develop new, targeted supports (such as a list of technologies that could support new curricula) as needed to support implementation.</li> </ul>	<ul style="list-style-type: none"> <li>The Technology Integrated and Planning Support team will continue to develop new, targeted supports (such as a list of technologies that could support new curricula) as needed to support implementation.</li> </ul>	<ul style="list-style-type: none"> <li>The Technology Integrated and Planning Support team will continue to develop new, targeted supports (such as a list of technologies that could support new curricula) to support implementation.</li> </ul>
<ul style="list-style-type: none"> <li>Technology Integrated and Planning Support Community of Practice will include information about curriculum change on an ongoing basis,</li> </ul>	<ul style="list-style-type: none"> <li>Technology Integrated and Planning Support Community of Practice will include information about curriculum change on an ongoing basis,</li> </ul>	<ul style="list-style-type: none"> <li>Technology Integrated and Planning Support Community of Practice will include information about curriculum change on an ongoing basis,</li> </ul>	<ul style="list-style-type: none"> <li>Technology Integrated and Planning Support Community of Practice will include information about curriculum change on an ongoing basis,</li> </ul>

2017	2018	2019	2020
as it relates to changes to system infrastructure.	as it relates to changes to system infrastructure.	as it relates to changes to system infrastructure.	as it relates to changes to system infrastructure.
<b>6c) System infrastructure</b>			
<ul style="list-style-type: none"> <li>Implications regarding new curriculum and progress reporting will be reviewed and preparations made to deal with resulting issues.</li> </ul>	<ul style="list-style-type: none"> <li>Implications regarding new curriculum and progress reporting will continue to be reviewed and preparations made to deal with resulting issues.</li> </ul>	<ul style="list-style-type: none"> <li>Implications regarding new curriculum and progress reporting will continue to be reviewed and preparations made to deal with resulting issues.</li> </ul>	<ul style="list-style-type: none"> <li>Implications regarding new curriculum and progress reporting will continue to be reviewed and preparations made to deal with resulting issues.</li> </ul>
<b>SPECIFIC OUTCOME 7: District-wide implementation plans, processes and activities will be continually developed, assessed, evaluated and communicated through a collaborative approach between:</b> <ul style="list-style-type: none"> <li>District schools and central units</li> <li>Edmonton Public Schools and Alberta Education</li> <li>Edmonton Public Schools and other districts</li> <li>Edmonton Public Schools and key stakeholders</li> </ul>			
<b>7a) This plan will be reviewed at least on an annual basis and as needed and updated as new information and needs emerge.</b>			
<ul style="list-style-type: none"> <li>All school and central leaders, teachers and educational support staff, Alberta Education, other districts and key stakeholders will be provided with opportunities to review and</li> </ul>	<ul style="list-style-type: none"> <li>All school and central leaders, teachers and educational support staff, Alberta Education, other districts and key stakeholders will be provided with opportunities to review</li> </ul>	<ul style="list-style-type: none"> <li>All school and central leaders, teachers and educational support staff, Alberta Education, other districts and key stakeholders will be provided with opportunities to review</li> </ul>	<ul style="list-style-type: none"> <li>All school and central leaders, teachers and educational support staff, Alberta Education, other districts and key stakeholders will be provided with opportunities to review</li> </ul>

2017	2018	2019	2020
advise this plan.	and advise this plan.	and advise this plan.	and advise this plan.
<ul style="list-style-type: none"> <li>District staff committees will be formed to advise the plan and its activities (principals, teachers, central staff committee); impacts and perspectives of this plan on various departments will be considered and the plan will be revised if needed.</li> </ul>	<ul style="list-style-type: none"> <li>District staff committees will be maintained to advise the plan and its activities (principals, teachers, central staff committee); impacts and perspectives of this plan on various departments will be considered and the plan will be revised if needed.</li> </ul>	<ul style="list-style-type: none"> <li>District staff committees will be maintained to advise the plan and its activities (principals, teachers, central staff committee); impacts and perspectives of this plan on various departments will be considered and the plan will be revised if needed.</li> </ul>	<ul style="list-style-type: none"> <li>District staff committees will be maintained to advise the plan and its activities (principals, teachers, central staff committee); impacts and perspectives of this plan on various departments will be considered and the plan will be revised if needed.</li> </ul>
<ul style="list-style-type: none"> <li>A four-year scope and sequence with projected costs, measures, risk analysis, etc. will be developed to monitor the progress and effectiveness of this plan.</li> </ul>	<ul style="list-style-type: none"> <li>The four-year scope and sequence will be reviewed and revised to continue to monitor the progress and effectiveness of this plan.</li> </ul>	<ul style="list-style-type: none"> <li>The four-year scope and sequence will be reviewed and revised to continue to monitor the progress and effectiveness of this plan.</li> </ul>	<ul style="list-style-type: none"> <li>The four-year scope and sequence will be reviewed and revised to continue to monitor the progress and effectiveness of this plan.</li> </ul>
<ul style="list-style-type: none"> <li>Key initiative plans (e.g., Numeracy Action Plan, DFR, and Career Pathways) will be examined for integration into this plan.</li> </ul>	<ul style="list-style-type: none"> <li>Key initiative plans (e.g., Numeracy Action Plan, DFR, and Career Pathways) will be integrated into this plan if determined to be effective.</li> </ul>	<ul style="list-style-type: none"> <li>Key initiative plans (e.g., Numeracy Action Plan, DFR, and Career Pathways) will be managed through this plan, if determined to be effective.</li> </ul>	<ul style="list-style-type: none"> <li>Key initiative plans (e.g., Numeracy Action Plan, DFR, and Career Pathways) will be managed through this plan, if determined to be effective.</li> </ul>
7b) Alberta Education information sources will be accessed/reviewed on a continual basis to ensure the District has up-to-date, accurate information.			

2017	2018	2019	2020
<ul style="list-style-type: none"> <li>Alberta Education communication methods (emails to Superintendent, Directors Reports, websites) will be reviewed on an ongoing basis.</li> </ul>	<ul style="list-style-type: none"> <li>Alberta Education communication methods (emails to Superintendent, Directors Reports, websites) will be reviewed on an ongoing basis.</li> </ul>	<ul style="list-style-type: none"> <li>Alberta Education communication methods (emails to Superintendent, Directors Reports, websites) will be reviewed on an ongoing basis.</li> </ul>	<ul style="list-style-type: none"> <li>Alberta Education communication methods (emails to Superintendent, Directors Reports, websites) will be reviewed on an ongoing basis.</li> </ul>
<ul style="list-style-type: none"> <li>Meetings will be held with key Alberta Education contacts (Communications, Executive Director of Programs of Studies and Resources) on an ongoing basis, with a focus on reviewing and acquiring feedback on elements of this plan.</li> </ul>	<ul style="list-style-type: none"> <li>Meetings will be held with key Alberta Education contacts (Communications, Executive Director of Programs of Studies and Resources) on an ongoing basis, with a focus on reviewing and acquiring feedback on elements of this plan.</li> </ul>	<ul style="list-style-type: none"> <li>Meetings will be held with key Alberta Education contacts (Communications, Executive Director of Programs of Studies and Resources) on an ongoing basis, with a focus on reviewing and acquiring feedback on elements of this plan.</li> </ul>	<ul style="list-style-type: none"> <li>Meetings will be held with key Alberta Education contacts (Communications, Executive Director of Programs of Studies and Resources) on an ongoing basis, with a focus on reviewing and acquiring feedback on elements of this plan.</li> </ul>
<b>7c) The District will communicate and collaborate with other school districts to maximize opportunities and to strengthen its implementation activities.</b>			
<ul style="list-style-type: none"> <li>Monthly meetings with collaborating school districts will be initiated and maintained to share information and best practices and to collaborate to support each other.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly meetings with collaborating school districts will be maintained to share information and best practices and to collaborate to support each other.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly meetings with collaborating school districts will be maintained to share information and best practices and to collaborate to support each other.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly meetings with collaborating school districts will be maintained to share information and best practices and to collaborate to support each other.</li> </ul>

2017	2018	2019	2020
<b>7d) The District will work with key stakeholders to maximize opportunities and to strengthen its implementation activities.</b>			
<ul style="list-style-type: none"> <li>• Collaborative activities with post-secondary institutions (e.g., professional development, research-gathering, student teachers etc.) to strengthen implementation will be identified and initiated.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative activities with post-secondary institutions (e.g., professional development, research-gathering, student teachers etc.) to strengthen implementation will continue to be identified and implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative activities with post-secondary institutions (e.g., professional development, research-gathering, student teachers etc.) to strengthen implementation will continue to be identified and implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative activities with post-secondary institutions (e.g., professional development, research-gathering, student teachers etc.) to strengthen implementation will continue to be identified and implemented.</li> </ul>
<ul style="list-style-type: none"> <li>• Collaborative activities with not-for-profit partners and government departments will be identified and initiated.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative activities with not-for-profit partners and government departments will continue to be identified and implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative activities with not-for-profit partners and government departments will continue to be identified and implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative activities with not-for-profit partners and government departments will continue to be identified and implemented.</li> </ul>
<b>7e) The District will consider gathering feedback regarding curricular change (e.g., via District feedback survey, etc.)</b>			
<ul style="list-style-type: none"> <li>• A review of the efficacy of gathering curriculum change feedback via centralized means (e.g. District Feedback survey) will be conducted; recommendations will be generated.</li> </ul>	<ul style="list-style-type: none"> <li>• Recommendations related to gathering curriculum change feedback via centralized means will be implemented, then reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>• Recommendations related to gathering curriculum change feedback via centralized means will be implemented, then reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>• Recommendations related to gathering curriculum change feedback via centralized means will be implemented, then reviewed.</li> </ul>

2017	2018	2019	2020
<b>7f) This plan will be communicated through various means (including the Annual Education Results Report).</b>			
<ul style="list-style-type: none"> <li>Communications strategies and methods for communicating this Plan will be included in the communications plan, and will incorporate use of the District web sites, Need to Know News, Google Plus Communities, the AERR (Annual Education Results Report), etc.</li> </ul>	<ul style="list-style-type: none"> <li>Communications strategies and methods for communicating this plan will be included in the communications plan, and will incorporate use of the District web sites, Need to Know News, Google Plus Communities, the AERR (Annual Education Results Report), etc.</li> </ul>	<ul style="list-style-type: none"> <li>Communications strategies and methods for communicating this plan will be included in the communications plan, and will incorporate use of the District web sites, Need to Know News, Google Plus Communities, the AERR (Annual Education Results Report), etc.</li> </ul>	<ul style="list-style-type: none"> <li>Communications strategies and methods for communicating this plan will be included in the communications plan, and will incorporate use of the District web sites, Need to Know News, Google Plus Communities, the AERR (Annual Education Results Report), etc.</li> </ul>



Edmonton Public Schools is helping to shape the future in every one of our classrooms. We're focused on ensuring each student learns to their full potential and develops the ability, passion and imagination to pursue their dreams and contribute to their community.

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